DOCUMENT RESUME

ED 126 856 95 IR 003 760

AUTHOR Sitts, Maxine K., Ed.; McMillan, George, Comp.
TITLE ERIC Products 1973-1975. An Annotated Bibliography of Information Analysis Publications of the ERIC Clearinghouses, July 1973 Through June 1975.
INSTITUTION Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE Jun 76
CONTRACT NIE-C-74-0027
NOTE 144p.

EDRS PRICE MF-$0.83 HC-$7.35 Plus Postage.
DESCRIPTORS *Annotated Bibliographies; *Clearinghouses; *Education; Federal Programs; Information Centers; Information Sources; *Publications
IDENTIFIERS *Educational Resources Information Center; ERIC

ABSTRACT

An annotated indexed bibliography lists 534 information analysis publications produced by the ERIC (Educational Resources Information Center) Clearinghouses during 1973-1975. These publications include bibliographies, research reviews, state of the art and interpretive studies, and similar papers which are designed to list, organize, review, and synthesize the education literature to meet the needs of ERIC users. Each citation contains bibliographic information, an annotation, and ordering information. Publications are grouped by Clearinghouse, and a subject index is appended. (HAB)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

EDUCATIONAL RESOURCES INFORMATION CENTER

ED126856

ERIC PRODUCTS 1973-1975

An Annotated Bibliography of Information Analysis

Publications of the ERIC Clearinghouses

July 1973 Through June 1975

Maxine K. Sitts, editor
George McMillan, compiler

ERIC CLEARINGHOUSE ON INFORMATION RESOURCES
STANFORD UNIVERSITY

June 1976

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

U.S. Department of Health, Education and Welfare
National Institute of Education
Educational Resources Information Center
Washington, D.C. 20208

IR003760

THE ERIC CLEARINGHOUSES

Career Education/CE
204 Gabel Hall
Northern Illinois University
De Kalb, Illinois 60115
(815) 753-1251

Adult, continuing, career, and vocational technical education, including informal and formal educational practice.

Counseling and Personnel Service/CG
The University of Michigan
School of Education Building
Room 2108
E. University & S. University Sts.
Ann Arbor, Michigan 48109
(313) 764-9492

Preparation, practice, supervision of counselors and other personnel workers at all educational levels and settings.

Early Childhood Education/PS
University of Illinois
805 W. Pennsylvania
Urbana, Illinois 61801
(217) 333-1386

Physiological, psychological, cultural development of children from birth through primary grades, major focus on educational theory, research and practice.

Educational Management/EA
Library-South Wing
University of Oregon
Eugene, Oregon 97403
(503) 686-5043

Administration of educational organizations and facilities on elementary and secondary levels.

Handicapped and Gifted Children/EC
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
(703) 620-3660

Education of children who require special services: gifted, mentally retarded, visually impaired, deaf, physically handicapped, emotionally disturbed, speech and language impaired.

Higher Education/HE
George Washington University
1 Dupont Circle, Suite 630
Washington, D.C. 20036
(202) 296-2597

All research documents on higher education except for teacher education and teaching English.

Information Resources/IR
Stanford Center for Research and Development in Teaching
School of Education
Stanford University
Stanford, California 94305
(415) 497-3345

Instructional media and technology, libraries and information science. Management of libraries and training of professionals. Technology-based educational techniques (microteaching programed instruction, systems analysis), teaching aids (television, computers, films), education in society (cable television, communications satellites, public television).

Junior Colleges/JC
University of California
96 Powell Library
Los Angeles, California 90024
(213) 825-3931

Public, private, community and junior colleges, studies on students, staff, curricula, programs, libraries, community services.

Languages and Linguistics/FL
Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209
(703) 528-4312

Teaching French, German, Italian, Russian, Spanish, Latin, classical Greek at all levels, material on linguistics, all related language sciences, teaching of English as a foreign language. Teaching of graduate and undergraduate education.

Reading and Communication Skills/CS
1111 Kenyon Road
Urbana, Illinois 61801
(217) 328-3870

Reading, teaching of English, speech, debate, journalism, theater.

Speech-Theater Module
Speech Communication Association
5205 Leesburg Pike
Falls Church, Virginia 22041
(707) 379-1888

Rural Education and Small Schools/RC
New Mexico State University
Box 3AP
Las Cruces, New Mexico 88003
(505) 646-2623

Organization, administration, curriculum, instruction, innovative programs of small schools, rural education, outdoor education, migrant education, Indian and Mexican-American education.

Science, Mathematics, and Environmental Education/SE
The Ohio State University
1200 Chambers Road
3rd Floor
Columbus, Ohio 43212
(614) 422-6717

Science and math education, adult and continuing education in science and math. Materials and programs on environmental education.

Social Studies/Social Science Education/SO
Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302
(303) 492-8434

All levels of social science educational / social studies, including Anthropology and archeology, economics, geography, sociology, history, philosophy, psychology and political science.

Teacher Education/SP
1 Dupont Circle, N.W.
Suite 616
Washington, D.C. 20036
(202) 293- 7280

Preschool and in-service preparation of teachers, supportive school personnel, and teacher educators.

Tests, Measurement and Evaluation/TM
Educational Testing Service
Rosedale Road
Princeton, N.J. 08540
(609) 921-9000, ext. 2176

Tests, measurement and evaluation at all levels.

Urban Education/UD
Teachers College, Box 40
Columbia University
New York, New York 10027
(212) 678-3782

Educational, psychological, social general development of urban children who are socially, economically or culturally disadvantaged.

TABLE OF CONTENTS

The ERIC Clearinghouses i

Introduction 2
- The ERIC System
- About This Publication
- Previous Issues of ERIC PRODUCTS

ERIC Document Prices 4

ERIC Clearinghouse on Career Education (CE) 5

ERIC Clearinghouse on Counseling and Personnel Services (CG) 6

ERIC Clearinghouse on Reading and Communication Skills (CS) 8

ERIC Clearinghouse on Educational Management (EA) 15

ERIC Clearinghouse on Handicapped and Gifted Children (EC) 28

ERIC Clearinghouse on Languages and Linguistics (FL) 40

ERIC Clearinghouse on Higher Education (HE) 46

ERIC Clearinghouse on Information Resources (IR) 54

ERIC Clearinghouse on Junior Colleges (JC) 60

ERIC Clearinghouse on Early Childhood Education (PS) 72

ERIC Clearinghouse on Rural Education and Small Schools (RC) 80

ERIC Clearinghouse on Science, Mathematics, and Environmental Education (SE) 87

ERIC Clearinghouse on Social Studies/Social Science Education (SO) 98

ERIC Clearinghouse on Teacher Education (SP) 102

ERIC Clearinghouse on Tests, Measurement, and Evaluation (TM) 108

ERIC Clearinghouse on Urban Education (UD) 113

INTRODUCTION

THE ERIC SYSTEM

ERIC, an acronym for Educational Resources Information Center, is a nationwide information system designed and supported by the National Institute of Education. Since June 1964, ERIC has been dedicated to the progress of education through the dissemination of education research results, practitioner-related materials, and other resource information that can be used in developing more effective educational programs. ERIC consists of a coordinating staff in Washington, D.C. and a number of Clearinghouses located at universities or with professional organizations across the country.

Through this network of specialized centers or Clearinghouses, each of which focuses on a specific field in education, information is acquired, evaluated, abstracted, indexed, and announced in ERIC reference products. These reference publications, CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE) and RESOURCES IN EDUCATION (RIE), provide access to reports of innovative programs and significant efforts in education, both current and historical, which might otherwise not be made available.

CIJE is a monthly index to over 700 education periodicals. The majority of these publications represent the core periodical literature in the field of education. The other publications indexed in CIJE represent coverge devoted to peripheral literature relating to education. This unique feature assures access to important articles published in those periodicals which fall outside the scope of education-oriented literature. CIJE is published by Macmillan Information, 866 Third Avenue, New York, New York 10022.

RIE is a monthly abstract journal announcing recently completed practitioner-oriented and research-related documents in the field of education. RIE is published by the Superintendent of Documents, U. S. Government Printing Office (G.P.O.), Washington, D.C. 20402.

ABOUT THIS PUBLICATION

This bibliography, ERIC PRODUCTS, is an annotated indexed listing of ERIC Clearinghouse publications which reflect information analysis activities. These publications include bibliographies, research reviews, state of the art and interpretive studies, and similar papers which are designed to list, organize, review, and synthesize the education literature to meet the needs of ERIC users. Items in this compilation were submitted by individual Clearinghouses and reviewed by Central ERIC for suitability. Routine brochures, accession lists, and short notes published in Clearinghouse newsletters are not included. This seventh issue of ERIC PRODUCTS lists 534 publications for Fiscal Year 1974 (July 1973 through June 1974) and Fiscal Year 1975 (July 1974 through June 1975).

The full texts of most of the documents cited in this bibliography are available in two forms -- microfiche (MF)--a 4" X 6" sheet of microfilm, on which up to 98 pages of text are reproduced, and hard copy (HC) or photocopy--a reproduction of the document on paper at the original size. These copies may be ordered from the ERIC Document Reproduction Service (EDRS). If the document is not available from EDRS, an alternative availability is given with the citation.

For those documents available from EDRS, whether in microfiche or hardcopy form, the following requirements apply:

1. All items must be ordered by ED number.

2. Payments must accompany orders under $10.00. See the price chart following this introduction for prices and postage rates. All orders must be in writing; no phone orders.

Order by ED number from:

ERIC Document Reproduction Service (EDRS)
P. O. Box 190
Arlington, Virginia 22210

Further details on ordering documents and order forms are available on request by writing to EDRS at the above address, or by consulting a recent issue of RESOURCES IN EDUCATION.

To conform with the format of RIE, the references in this bibliography are arranged by Clearinghouse. Within each Clearinghouse, documents with ED numbers are listed first, in ascending numerical order. Following this are listed the journal articles for that Clearinghouse in ascending EJ number. (Thus, ED 106 443 comes after ED 104 500, but before EJ 090 810). For each entry, the following items of information, as appropriate and in the form supplied by the individual Clearinghouses, have been given:

1. ED or EJ number
2. Personal author(s)
3. Title
4. Journal reference
5. Date of publication
6. Number of pages
7. A brief abstract (supplied either by individual Clearinghouses or extracted from RIE abstracts)

An index composed of the major descriptors is included, with ED numbers and Clearinghouse codes used as the reference key.

PREVIOUS ISSUES OF ERIC PRODUCTS

The first issue of ERIC PRODUCTS, listing 149 publications of Fiscal Year 1968, is available as ERIC document ED 029 161 (24pp.); the second issue, listing 240 publications of Fiscal Year 1969, is available as ERIC document ED 034 089 (34pp.); the third issue, listing 366 publications of Fiscal Year 1970, is available as ERIC document ED 041 598 (47pp.); the fourth issue, listing 416 publications of Fiscal Year 1971, is available as ERIC document ED 054 827 (54pp.), the fifth issue, listing 415 publications of Fiscal Year 1972, is available as ERIC document 077 512 (55pp.); and the sixth issue, listing 396 publications of Fiscal Year 1973, is available as ERIC document ED 087 411 (74pp.). All issues may be ordered from the ERIC Document Reproduction Service.

ERIC DOCUMENT PRICES

Documents with ED numbers listed in this paper may be ordered from: ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, Virginia 22210. A check for the price of the document, plus postage, as figured by the following price charts, must be enclosed with orders.

# of Pages	Microfiche Prices	# of Pages	Photocopy Prices
1- 480	$.83	1- 25	$1.67
481- 576	1.00	26- 50	2.06
577- 672	1.16	51- 75	3.50
673- 768	1.33	76-100	4.67
769- 864	1.50	101-125	6.01
865- 960	1.67	126-150	7.35
961-1056	1.83	151-175	8.69
1057-1152	2.00	176-200	10.03
1153-1248	2.17	201-225	11.37
1249-1344	2.33	226-250	12.71
1345-1440	2.50	251-275	14.05
Add $0.67 for each additional 96 pages or fraction thereof.		Add $1.34 for each additional 25 pages or fraction thereof.	

U.S. postage must be added to the above charges.

1- 60 pages	21c
61-120 pages	30c
121-180 pages	39c
181-240 pages	48c
241-300 pages	57c
301-360 pages	66c
361-420 pages	75c

Documents without ED numbers may be ordered from the source given in the citation.

ERIC CLEARINGHOUSE ON CAREER EDUCATION (CE)

ED 113 436

Cook, Joyce, Dale Stenning, and David V. Tiedeman. EDUCATING FOR THE INTEGRATION OF OCCUPATIONAL CLUSTERS INTO CAREERS. 1975. 110pp.

This monograph is a first-time synthesis of the considerable R & D literature on occupational clusters available in ERIC. The synthesis outlines the philosophy of occupational clusters, summarizes suggestions for the integration of occupational clusters into careers, organizes the literature for doing so within the career awareness, orientation, exploration, specification, and continuation model, and concludes with consideration of ancillary matters--development of facilities, preparation of the new breed of teachers of occupational clusters, and the USOE challenge for immediate implementation.

ED 113 486

Wernick, Walter, David V. Tiedeman, John Eddy, and Betty J. Bosdell. A CAREER EDUCATION PRIMER FOR EDUCATORS. September 5, 1975. 109pp.

The first part of the primer focuses on such aspects of career education as: refocusing education; methods of including parents, families, and communities into the process of career education; fashioning career education programs out of existing instructional programs; utilization of career resources available in the community; sample programs; and more. The second part contains a bibliography of ERIC career education literature, a description of the ERIC system, and a list of 50 pages of career education literature, divided by subject.

ED 113 610

Schreiber, Marilyn, comp. DIRECTORY OF VOCATIONAL INFORMATION RESOURCES IN THE UNITED STATES. July 1975. 148pp.

This directory surveys sources of vocational information in each of the 50 states, and in the District of Columbia, Guam, Puerto Rico, Saipan, and the Virgin Islands. For each of these, the directory provides exhaustive information on important state and regional educational offices, locations of ERIC clearinghouses and microfiche collections, and locations of various computer searching facilities.

EJ 092 305

Schreiber, Marilyn, and Betty J. Bosdell. THROUGH THE CLEARINGHOUSE. Career Education Digest (Jan/Feb 74):2-4.

The ERIC Clearinghouse in Career Education issues synopses of current research, evaluation, curriculum, cost studies and other documents in career education. This article refers to nine such synopses.

EJ 092 361

Tiedeman, David V. THE ERIC CLEARINGHOUSE IN CAREER EDUCATION. Illinois Career

Education Journal 31 (No. 2, Wtr 74):44-47.

This article describes the background, purpose, and organization of the ERIC Clearinghouse in Career Education.

EJ 094 284

Schreiber, Marilyn. THROUGH THE CLEARINGHOUSE. Career Education Digest (March 74):2-4.

Eleven documents received by the ERIC Clearinghouse in Career Education are reviewed. They include position papers, career education models and resource materials, a student guide, an information handbook, and facility planning guides for age groups kindergarten through adult.

ERIC CLEARINGHOUSE ON COUNSELING AND PERSONNEL SERVICES (CG)

ED 078 343

Walz, Garry R., and others, eds. IMPACT: THE MAGAZINE FOR INNOVATIONS AND CHANGE IN THE HELPING PROFESSIONS. Volume 2, Numbers 4-5. July 1973. 99pp.

This combined issue deals with human sexuality and ways in which professionals can assist clients concerned about their sexual adequacies and inadequacies. Areas covered in this issue include teenage sexuality, homosexuality, mixed marriages, and changing sex roles.

ED 078 345

Walz, Garry R., and others, eds. COMMUNIQUE: RESOURCES FOR PRACTICING COUNSELORS, Volume 2, Number 10. July 1973. 8pp.

This issue of Communique features in its major article activities for elementary school guidance, including role playing, word games, and career units.

ED 078 346

Walz, Garry R., and others, eds. READINGS: THE APGA¬IMPACT WORKSHOP ON CAREER DEVELOPMENT AND CAREER GUIDANCE. June 1973, 351pp.

This document is a collection of readings in the areas of career guidance and career development featuring programs at K-12, junior college, college level and for special populations. It also contains an annotated bibliography of articles and documents.

ED 083 531

Walz, Garry R. and Others, eds. IMPACT: THE MAGAZINE FOR INNOVATION AND CHANGE IN THE HELPING PROFESSIONS. Volume 2, Number 6. July 1973, 76pp.

This issue focuses on the problems of youth. Among the individual topics covered are runaways, an "up-front, close-contact" counseling system, peer counseling training, and suicidal adolescents.

ED 083 532

Smith, Robert L., and Garry R. Walz, eds. DEVELOPING STUDENTS' POTENTIALS. 1973, 107pp.

The foundation for this publication was a workshop at The University of Michigan which put together three programs in the area of psychological education. The first approach assists people, through achievement motivation training, to be more effective in reaching their goals. The second approach, human potential training, helps people to expand their goals and to realize more fully their potentials.

ED 087 991

Walz, Garry R. and Others, eds. IMPACT. Volume 3, Number 1. March 1974, 68pp.

This issue of Impact examines a variety of viewpoints, issues and explorations about our future world. Included is a speech by B. F. Skinner, a presentation on the future and its impact on life/career planning, a curriculum plan for a course in futuristics, and Impact's own look at the future.

ED 096 600

Benjamin, Libby and others. PARAPROFESSIONALS IN HUMAN SERVICES. June 1974, 152pp.

This monograph discusses the preparation, training and future of the paraprofessional counselor, and tries to assist the reader in developing an informed judgment as to the potential use of the paraprofessional--now and in the future. Important issues and problems are identified through research studies and existing practices.

ED 096 602

Walz, Garry R., and others, eds. IMPACT: ADVANCING HUMAN SERVICES. July 1974, 68pp.

This periodical presents articles and information and examines several models, techniques and programs for teachers, student personnel workers, and laymen in the fields of counseling and education. Regular features include exemplars, research findings, resource and survey results.

ED 096 603

Knowles, Richard T., and Cho-Yee To. AN EXPERIMENTAL APPROACH TO COUNSELING. June 1974, 75pp.

This manuscript projects from John Dewey's basic philosophical themes to a conception of the role of the counselor in contemporary society. The publication serves as an impetus to readers to pursue their own introspective, analytical discourse to determine the "what" and "how" of guidance in an uncertain and changing world.

ED 105 355

Walz, Garry R., ed. IMPACT: ADVANCING HUMAN SERVICES. Volume 3, Number 3-4.

December 1974, 112pp.

The articles comprising this double issue of Impact evolved from several sources, one of which was the National Conference on Programs in Career Guidance, Counseling and Placement. The major conference presentations, as well as proceedings of a panel discussion, are included in this issue.

ED 105 356

Walz, Garry R., ed. IMPACT: ADVANCING HUMAN SERVICES. Volume 3, Number 5. December 1974, 80pp.

This issue of Impact is devoted to paraprofessionals in the helping professions, and develops the discussion through five major articles on: the role of paraprofessionals in classrooms and pupil personnel services; the historical and legislative developments of paraprofessionals in the mental health fields and education; the selection, training, supervision, and evaluation of non-professional personnel; a discussion of 14 model programs employing paraprofessionals; and the effects of use of paraprofessionals on students, administration, and professionals.

ED 105 357

Walz, Garry R., ed. IMPACT: ADVANCING HUMAN SERVICES. Volume 3, Number 6. December 1974, 68pp.

The following articles fill this issue of Impact: 1) A Process of Identity Transformation for the Never Married Woman; 2) A Delphi Study of the Future of the Family; 3) An Experiment in Group Counseling of Young Non-married Mothers; 4) Multi-potential--A Concept for Career Decision Making; 5) Counselor Responses to Death and Dying--Guidelines for Training; 6) Down with the Maintenance Stage--Career Development for Adults; and 7) Enhancing the Quality of Life Through Personal Empowerment.

ED 108 099

A SELECTED BIBLIOGRAPHY OF ERIC CAREER EDUCATION, CAREER GUIDANCE, AND CAREER DEVELOPMENT RESOURCES. March 1975, 18pp.

This document contains a selected bibliography of resources in the areas of career education, career guidance, and career development. The bibliography is divided into the following sections: 1) background; 2) issues; 3) system readiness; 4) programs; 5) teaching and learning aids; and 6) program evaluations.

ERIC CLEARINGHOUSE ON READING AND COMMUNICATION SKILLS (CS)

ED 080 973

Goodman, Kenneth S., ed. MISCUE ANALYSIS: APPLICATIONS TO READING INSTRUCTION. October 1973, 124pp.

This book is a series of essays on miscue analysis, a diagnostic procedure rooted in the psycholinguistic view of reading. The focus of miscue analysis is on the broad field of reading comprehension rather than the isolated decoding of individual words and letters.

ED 082 217

Winkeljohann, Sister Rosemary, ed. RECOMMENDED ENGLISH LANGUAGE ARTS CURRICULUM GUIDES K-12 AND CRITERIA FOR PLANNING AND EVALUATION, 1973. November 1973, 33pp.

The first part of the two-part document is an annotated list of recommended guides for the benefit of schools and agencies that are developing curricula and writing guides for language arts. The second part contains planning and evaluation criteria, applicable to various content emphases within the field of English-language studies.

ED 084 547

Dieterich, Daniel J. ANNOTATED BIBLIOGRAPHY OF RESEARCH IN THE TEACHING OF ENGLISH: JULY 1, 1973 TO DECEMBER 31, 1973. December 1973, 32pp.

This 114-item bibliography covers such topics as: "Bilingual and Bidialectic Studies," "Language and Verbal Learning," "Literature, Humanities, and Media," "Teacher Education," "Testing and Evaluation," and "General English Curriculum."

ED 085 697

Neff, Charles, and Nancy Neff, comps. AIDS TO CURRICULUM PLANNING: ENGLISH LANGUAGE ARTS K-12. October 1973, 168pp.

The aids consist of excerpts of curriculum guides that are representative models for sections of the "Criteria for Planning and Evaluation of Curriculum Guides," established by the National Council of Teachers of English. Each of the seven sections of the book (philosophy, objectives, language, composition, media, reading and literature, and evaluation) is preceded by an explanation of criteria.

ED 085 798

Barbour, Alton, and Alvin A. Goldberg. INTERPERSONAL COMMUNICATION: TEACHING STRATEGIES AND RESOURCES. February 1974, 93pp.

The purpose of this monograph is to facilitate the development of curricula in interpersonal communication by describing the area and identifying methods and resources available to teachers and students who wish to develop coursework in interpersonal communication.

ED 086 949

Cullinan, Bernice E., ed. BLACK DIALECTS & READING. January 1974, 205pp.

This book offers direction for the teacher who wants to know what can be done to improve the effectiveness of language and reading instruction. Part 1 focuses on the issues in teaching black children to read. Part 2 describes diagnostic tools by which the teacher can identify the language base on which to build individual programs. Articles in Part 3 suggest classroom strategies for teaching oral standard English. Part 4 provides materials which can assist teachers in guiding dialect speakers with their problems. Finally, Part 5 contains the edited transcripts of the proceedings from a conference which provide a framework for understanding the questions that black English raises in the teaching of reading.

ED 089 317

Robinson, H. Alan, and Alvina Treut Burrows. TEACHER EFFECTIVENESS IN ELEMENTARY LANGUAGE ARTS: A PROGRESS REPORT. April 1974, 102pp.

This survey of recent research on teacher behavior probes seven areas of elementary language arts: teaching linguistics to elementary and preschool children, teaching listening skills to children in elementary school; teaching literature to children; children's oral language/speaking; reading instruction; spelling instruction; and the teaching of writing. It was concluded that gaps exist in the crucial area of "precise activities at points of interaction between teacher and pupil." In addition to sections reporting on each of the seven areas probed, the book includes "Plan for a Five-Phase Study of Teaching Effectiveness," "Criteria of Excellence in Teaching the Language Arts," "Evaluative Instruments and Pertinent Research," and "A Forward Look."

ED 091 669

Venezky, Richard L. TESTING IN READING: ASSESSMENT AND INSTRUCTIONAL DECISION MAKING. May 1974, 41pp.

This booklet is designed to provide guidelines for testing in reading and suggestions for using the test results in ways which will most benefit the student. Ten canons are presented which are intended to serve as guidelines for program-related assessment within a framework of instructional decision-making. They are concerned primarily with the amount and types of assessment which individuals should receive within the bounds of reading instruction, but they also address themselves to some of the problems related to program assessment and to the distribution and protection of assessment results.

ED 091 702

Burt, Forrest D.; and Sylvia King, eds. EQUIVALENCY TESTING: A MAJOR ISSUE FOR COLLEGE ENGLISH. May 1974, 68pp.

The topic of this booklet is the current programs in equivalency testing in English, their inherent problems and any possible solutions.

ED 091 797

Ladevich, Laurel. A SELECTED ANNOTATED BIBLIOGRAPHY FOR USE IN TEACHING AN INTRODUCTORY FILM COURSE. June 1974, 5pp.

This bibliography lists and evaluates some of the current and readily available sources of information that might be of use to the student and/or the teacher of an introductory film course. Although not all the books being considered were designed for use at the introductory level, they are evaluated with regard to their suitability for a course of this kind.

ED 096 692

Winkeljohann, Rosemary, ed. RECOMMENDED ENGLISH LANGUAGE ARTS CURRICULUM GUIDES K-12 AND CRITERIA FOR PLANNING AND EVALUATION, 1974. 1974, 34pp.

This document contains an annotated list of curriculum guides which may serve as models for schools revising their programs and seeking a variety of sample frameworks, units, and lesson plans. The revised criteria for planning and evaluation of English language arts are included. These criteria include an evaluation of each guide's philosophy, policies and procedures, objectives, organization, and process as content.

ED 096 700

Reynolds, William. POLITICAL REFORM, ERIC FIRST ANALYSIS: 1974-1975 NATIONAL HIGH SCHOOL DEBATE RESOLUTIONS; AND RESOURCES ON POLITICAL REFORM: A READING LIST. April 1974, 81pp.

Within the general category of the problems of political reform, the specific problem area is stated as "How can the federal political system best be improved?" The three debate resolutions discussed are the adoption of a parliamentary system of government, alteration in the selection of presidential and vice-presidential candidates, and government financing of campaigns for federal offices.

ED 098 642

Bacon, Wallace A. ORAL INTERPRETATION AND THE TEACHING OF LITERATURE IN SECONDARY SCHOOLS. November 1974, 67pp.

A comprehensive treatment and a qualitative assessment of the published and unpublished material on the subject are attempted and the relevant research, curriculum trends, teaching materials, judgments of recognized experts in the field, and reports and findings from various national committees and commissions are reviewed.

ED 099 835

Fagan, William T., and others. MEASURES FOR RESEARCH AND EVALUATION IN THE ENGLISH LANGUAGE ARTS. March 1975, 241pp.

The Research Instruments Project is a project designed to collect and evaluate measurement instruments in reading, language development, teacher competency, standard English as a second language or dialect, literature, writing, listening, and miscellaneous language skills. Information on each of the more than 100 instruments listed includes the suggested age range, a description of the instrument, validity, reliability, and normative data, and a list of related documents and references.

ED 099 853

Dieterich, Daniel J. ANNOTATED BIBLIOGRAPHY OF RESEARCH IN THE TEACHING OF ENGLISH, JULY 1, 1974 TO DECEMBER 31, 1974. 1975, 35pp.

This annotated bibliography includes the following subject headings: "Bilingual and Bidialectal Studies," "Language and Verbal Learning," "Literature, Humanities, and Media," "Teacher Education," "Testing and Evaluation," "Written and Oral Communication," and "Research Instruments."

ED 101 322

Page, William D., ed. HELP FOR THE READING TEACHER: NEW DIRECTIONS IN RESEARCH. March 1975, 112pp.

This book is designed to be a bridge between teachers and research in such topics as the cloze procedure, readability formulas, miscue analysis, reading strategies, informal reading inventories, and concepts and reading in the content areas.

ED 102 574

Hillocks, George, Jr. OBSERVING AND WRITING. March 1975, 30pp.

Experience in teaching composition at every level, from seventh grade to advanced writing courses intended for college sophomores, reveals one common problem--lack of specificity. Hillocks discusses this problem and suggests that it can be surmounted by involving students in the process of observing, encouraging them to draw inferences from their observations, and helping them to develop the sense of audience and critical awareness.

ED 102 580

Barth, Rodney J. A SELECTED ANNOTATED BIBLIOGRAPHY ON BEHAVIORAL OBJECTIVES IN THE ENGLISH LANGUAGE ARTS (ELEMENTARY AND SECONDARY). August 1974, 9pp.

This bibliography describes books and articles designed to help English language arts teachers plan instructional goals, write behavioral objectives, and evaluate student performance. Materials are included which discuss the pros and cons of behavioral objectives and related efforts at accountability.

ED 105 480

Barth, Rodney J. A RESOURCE FOR JOURNALISM TEACHERS: ERIC. 1975, 7pp.

This paper is an introduction containing an overview of ERIC and is followed by a description of the tools and methods necessary for using the system effectively.

ED 105 516

Hoetker, James. THEATER GAMES: ONE WAY INTO DRAMA. April 1975, 31pp.

Although drama should be a central, indispensable activity not only in language arts programs but in college and university programs preparing teachers of language arts and reading, few teachers introduce their students to the world of drama. This booklet suggests resources that are rich and detailed enough to enable any teacher to learn drama while teaching too.

ED 109 697

Dieterich, Daniel J., comp. ANNOTATED BIBLIOGRAPHY OF RESEARCH IN THE TEACHING OF ENGLISH, JANUARY 1, 1975 TO JUNE 30, 1975. June 1975, 33pp.

Over 120 items covering research in the teaching of English are contained in this bibliography.

EJ 091 024

Reed, Linda. CREATIVE DRAMA IN THE LANGUAGE ARTS PROGRAM, OR "CATCH THAT CRAB BEFORE HE FINDS A HOLE!" Elementary English 51 (No. 1, Jan 74):103-110.

The article acquaints elementary teachers who have just begun to use creative drama in the classroom and teachers who have long taught creative drama and who are looking for new ideas with the literature on creative drama that has been indexed into the ERIC system since 1969. The emphasis is on practical materials which relate the use of creative dramatics to the teaching of the language arts.

EJ 097 698

Winkeljohann, Sister Rosemary. CHILDREN'S AFFECTIVE DEVELOPMENT THROUGH BOOKS. Elementary English 51 (No. 3, Mar 74):410-14.

This article illustrates the psychological needs of children and the role children's literature has in fulfilling these needs. It also gives an analysis of recent material entered in the ERIC system.

EJ 099 337

Rupley, William H. ORAL LANGUAGE DEVELOPMENT. Elementary English 51 (No. 4, Apr 74):519-524.

This report informs elementary teachers, language arts consultants, college instructors, and elementary school principals of available methods and programs for developing oral language skills.

EJ 100 875

Jensen, Julie M. BRITISH PRIMARY EDUCATION AND THE LANGUAGE ARTS: A REVIEW OF LITERATURE. Research in the Teaching of English 8 (No. 1, Spr 74):81-115.

Because of the intense interest, and an almost uncritical admiration of American educators for the British primary schools, a review of the research and writing on the subject has been compiled for educators. The focus of the work is language arts in an open concept education program.

EJ 100 909

O'Donnell, Holly. ACCOUNTABLE FOR WHAT? Elementary English 51 (No. 5, May 74):721-26.

This responds to the concerns expressed by educators over educational accountability by reporting on some of the advantages and disadvantages of accountability that have been pointed out. Also discussed here are some of the recommendations that have been offered by the profession.

EJ 102 489

Harpole, Charles. PROBLEM SOLVING IN COMMUNICATION ENVIRONMENTS: AN ERIC REPORT. Speech Teacher 23 (No. 3, Sep 74):264-68.

This ERIC Report presents selected, recent ERIC documents in review.

EJ 105 646

Olsen, Turee. ERIC/RCS REPORT: ALTERNATIVE EDUCATION PROGRAMS. Journal of Reading 18 (No. 2, Nov 74):190-91.

This report from ERIC deals with literature on alternative programs for improving the reading skills of high school students.

EJ 105 745

Ladevich, Laurel. VISUAL LITERACY: AN ERIC/RCS REPORT. English Journal 63 (No. 7, Oct 74):114-16.

The goals of visual literacy experiences are to give the student skill in "reading" visuals and in expressing himself and communicating through visuals.

EJ 105 791

Ladevich, Laurel. DETERMINING LITERARY QUALITY IN CHILDREN'S LITERATURE: AN ERIC/RCS REPORT. Elementary English 51 (No. 7, Oct 74):983-9.

Literary quality in children's books should be encouraged by stressing literary taste, discrimination, and language awareness.

EJ 109 131

Winkeljohann, Sr. Rosemary. IMPROVING THE SECONDARY SCHOOL READING CURRICULUM: AN ERIC/RCS REPORT. English Journal 63 (No. 8, Nov 74):113-15.

The criteria developed by the NCTE Committee on Curriculum Bulletins for the evaluation of reading programs are presented and explained.

EJ 110 807

O'Donnell, Holly. BLACK COMMUNICATIVE STYLES: AN ERIC/RCS REPORT. Elementary English 51 (No. 8, Nov/Dec 74): 1091-95, 1113.

The teacher of black students needs to develop a sensitivity to their rich communicative language styles in order to use the varied styles in the classroom situation.

EJ 110 878

Reed, Linda. POETRY AS INSPIRED PLAY: HOW THE TEACHER CAN HELP: AN ERIC/RCS REPORT. Elementary English 52 (No. 1, Jan 75):130-5.

Writing poetry can be a positive channel for self expression, so long as children are not forced to write.

EJ 110 894

O'Donnell, Holly. COMPUTER SEARCH FOR INFORMATION: AN ERIC/RCS REPORT. English

Journal 64 (No. 1, Jan 75):125-28.

This document is a listing of organizations providing computer searches of the ERIC data base.

EJ 115 670

Olsen, Turee. BOOKS FOR SECONDARY STUDENTS. Journal of Reading 18 (No. 7, Apr 75):572-75.

This journal article reviews a number of materials and sources on books and reading materials for high school students.

EJ 117 350

Reed, Linda. FREEDOM OF EXPRESSION AND THE HIGH SCHOOL PRESS. Photolith (Apr 75):19-22, 26.

This article discusses practical resources available to high school administrators, teachers, and students through the ERIC system concerning freedom of speech for students involved with school-sponsored publications.

EJ 117 433

Dieterich, Daniel. INSERVICE EDUCATION IN ENGLISH: AN ERIC/RCS REPORT. English Education 6 (No. 3, Feb/Mar 75):154-161.

Despite growing economic problems, many excellent inservice programs for English teachers may be found.

EJ 117 462

Rupley, William H. LANGUAGE DEVELOPMENT AND BEGINNING READING INSTRUCTION: AN ERIC/RCS REPORT. Elementary English 52 (No. 3, Mar 75):403-8.

A review of the research in this field stresses the importance of language skills to beginning reading.

ERIC CLEARINGHOUSE ON EDUCATIONAL MANAGEMENT (EA)

ED 077 127

Barraclough, Terry, THE ROLE OF THE ELEMENTARY SCHOOL PRINCIPAL. EDUCATIONAL MANAGEMENT REVIEW SERIES NUMBER 19. July 1973. 8pp.

The contemporary school principal performs an ever increasing number of complex roles, many of which need to be more clearly defined. Many of the documents here are concerned with some specific aspects of the principal's role, such as role perceptions and expectations, educational duties, administrative change agent functions, and guidance program responsibilities. Some materials cited also speculate on the future of the elementary principalship.

ED 078 522

Baas, Alan M. SITE DEVELOPMENT. EDUCATIONAL FACILITIES REVIEW SERIES NUMBER 19. July 1973. 10pp.

This review cites documents and journal articles taken from the ERIC system regarding the conventional aspects of site development, as well as new trends in schoolhouse design. Materials cited may help educators understand how some of the current radical facility options pertain to new approaches in site development. Also discussed are design and use of facilities for environmental education, unique design solutions for restricted or irregular sites, and more conventional site development issues.

ED 079 816

Mellor, Warren. IMPLEMENTING CURRICULUM CHANGE. EDUCATIONAL MANAGEMENT REVIEW SERIES NUMBER 20. August 1973. 10pp.

In the new curriculums, primary emphasis is on satisfying the needs of each unique individual. This review presents some of the considerations involved in implementing new curriculums. There is no necessary contradiction between humaneness on the one hand, and systems approaches and technology on the other. This review looks first at the need for carefully planned change programs, and then examines the place of formative, process, and summative evaluations of these programs.

ED 081 089

Coppock, Nan. BOARD-ADMINISTRATOR RELATIONSHIPS. EDUCATIONAL MANAGEMENT REVIEW SERIES NUMBER 22. September 1973. 8pp.

This review focuses on maintaining the harmonious relationship between board and administrator, contemporary issues and solutions, and the future. A common theme is that mutual respect, trust, and support between board members and superintendents are key elements in any successful educational organization. A number of contemporary issues--ways to change the present school system, legal and social accountability, imbalances of power, and collective negotiation are discussed.

ED 081 105

Barraclough, Terry. MERIT PAY PROGRAMS FOR SECONDARY SCHOOL ADMINISTRATORS, 1972-1973. REPORT ON EDUCATIONAL PRACTICE. 1973. 8pp.

Eight basic types of programs are identified and described. Most programs involve a fixed salary schedule to which increments can be added for merit. Data from the survey by the National Association of Secondary School Principals indicate five evaluation procedures and three sources of recommendations for salary increases on the basis of merit.

ED 082 270

Bruno, James E., and James N. Fox. QUANTITATIVE ANALYSIS IN EDUCATIONAL ADMINISTRATOR PREPARATION PROGRAMS. ERIC/CEM STATE-OF-THE-KNOWLEDGE SERIES NUMBER 19. UCEA MONOGRAPH SERIES NUMBER SIX. 1973. 89pp.

Quantitative methods can greatly assist the school administrator in certain decision-making processes. In this monograph, the authors discuss the emerging trend toward the integration of quantitative analysis into the preparation of school administrators. They outline the potential benefits of and the problems associated with the application of such concepts and skills to school administration. The authors present the ideal content of preparation programs in quantitative analysis for general administrators, practicing specialists, and research specialists.

ED 082 271

Cronin, Joseph M., and Peter P. Horoschak. INNOVATIVE STRATEGIES IN FIELD EXPERIENCES FOR PREPARING EDUCATIONAL ADMINISTRATORS. ERIC/CEM STATE-OF-THE-KNOWLEDGE SERIES NO. 23. UCEA MONOGRAPH SERIES NO. 8. 1973. 49pp.

The authors identify four different strategies for field experience that offer administrative trainees positive applications of theory to practice in educational planning, management, and supervision. A case study comparison of field experiences conducted at Harvard University and the University of Chicago is included. The four strategies--the traditional school system survey, the human relations approach, the clinical/political action strategy, and the anthropological or sociological research approach--all vary according to the study focus, the type of student and faculty involvement, and the outcomes.

ED 082 272

Hudgins, H. C., Jr. PUBLIC SCHOOL DESEGREGATION: LEGAL ISSUES AND JUDICIAL DECISIONS. ERIC/CEM STATE-OF-THE-KNOWLEDGE SERIES, NUMBER 24. NOLPE SECOND MONOGRAPH SERIES ON LEGAL ASPECTS OF SCHOOL ADMINISTRATION, NO. 3. 1973. 87pp.

The author presents a history of court decisions that outlawed public school segregation, reviews these decisions, and examines the problems of decision implementation that followed. The author also reviews the courts' relationship to the freedom of choice plans, presenting early decisions, opinions of the plans, and the development of further court tests.

ED 082 273

Alexander, Kern, and K. Forbis Jordan. LEGAL ASPECTS OF EDUCATIONAL CHOICE: COMPULSORY ATTENDANCE AND STUDENT ASSIGNMENT. ERIC/CEM STATE-OF-THE-KNOWLEDGE SERIES, NUMBER 25. NOLPE SECOND MONOGRAPH SERIES ON LEGAL ASPECTS OF SCHOOL ADMINISTRATION, NO. 4. 1973. 82pp.

The author examines the often controversial area of compulsory attendance, its philosophy, and implementation. Through various case histories, the State's power vs. the fundamental rights of individuals is studied at length.

ED 082 274

Baas, Alan M. CONSTRUCTION MANAGEMENT. EDUCATIONAL FACILITIES REVIEW SERIES NUMBER 20. September 1973. 8pp.

Replacing the general contractor with a "construction manager" directly accountable to the owner promises greatly improved control over cost and scheduling economies. The construction manager should have special skills in

construction, cost analysis, critical path method scheduling, and be familiar with the qualifications of local subcontractors. When coordinated with fast track scheduling and pre-engineered building systems, construction management achieves dramatic savings in time and money, and insures that the building meets intended objectives.

ED 082 275

Barraclough, Terry. PROGRAM EVALUATION. EDUCATIONAL MANAGEMENT REVIEW SERIES NO. 21. September 1973. 8pp.

Program evaluation enables administrators to determine the merits of existing programs and the need for new ones. It can lead to revision, deletion, or inception of educational programs. This review examines general information on program evaluation, including evaluation design, methodology, and bibliographic materials.

ED 082 282

Piele, Philip K., and John Stuart Hall. VOTING IN SCHOOL FINANCIAL ELECTIONS--SOME PARTIAL THEORIES. STATE-OF-THE-KNOWLEDGE SERIES, NO. 28. September 1973. 63pp.

The authors attempt to provide a basic outline of what is known about the determinants of success or failure in school financial elections. The research comes from several academic disciplines, employs a wide variety of techniques and methods, and is geographically representative of the United States. Significant empirical findings are integrated with partial theories based on economic self-interest, socioeconomic status, community responsibility and distance attitudes, and a politicized electorate versus an informed democratic electorate. Research contrasts those groups of voters likely to vote "yes" and likely to vote "no."

ED 082 286

ADMINISTRATIVE/SUPERVISORY SKILLS AND METHODS FOR ELEMENTARY AND SECONDARY SCHOOL PRINCIPALS. A COLLECTION OF ERIC DOCUMENT RESUMES. AN ERIC ABSTRACT. 1973. 23pp.

This compilation of abstracts reflects documents that concern supervisory and administrative theory, skills, and methods, including models, procedural steps, research reports, and bibliographic information.

ED 083 664

Coppock, Nan. SCHOOL SECURITY. EDUCATIONAL MANAGEMENT REVIEW SERIES NUMBER 23. October 1973. 6pp.

School security used to imply providing a safe educational environment for students. Now it connotes the protection of all school personnel, facilities, and equipment. Moreover, the concern in school security has moved from accidental to deliberate losses. The single greatest problem is crime. This review discusses the development of an adequate school security program: identifying security problems, selecting a security director, establishing policies, and instituting preventive measures. Types of prevention covered are manufactured devices, guard personnel, and student and community volunteers.

ED 083 665

Baas, Alan M. THE EDUCATOR AND THE ARCHITECT. EDUCATIONAL FACILITIES REVIEW SERIES NUMBER 21. November 1973. 10pp.

This review surveys 21 documents and journal articles from RIE and CIJE that discuss the educator's role as it relates to the selection and duties of the architect. Included are descriptions of the building program--the written means of giving the architect the kinds of information needed to begin designing the new facility.

ED 083 666

Baas, Alan M. JOINT OCCUPANCY. EDUCATIONAL FACILITIES REVIEW SERIES NUMBER 22. December 1973. 6pp.

The concept of joint occupancy involves combining schools with apartment dwellings, commercial space, or community services and offices. Many leading educators and economists recommend this approach as a solution to both public and private urban school needs. Thirteen ERIC documents are reviewed which deal with methods of planning, financing, and constructing joint occupancy facilities for all educational levels.

ED 083 667

Baas, Alan M. COMMUNITY SCHOOLS. EDUCATIONAL MANAGEMENT REVIEW SERIES NUMBER 24. December 1973. 8pp.

This review surveys documents and articles contained in RIE dealing with the growth of community schools. The community school is perceived to be the vehicle for the larger concept of community education--a philosophy of education and society that radically changes the role of the public school in the community. The literature views the community school to be an educational, recreational, and cultural neighborhood center where adults and young people alike may use its facilities and join its programs.

ED 084 621

Barraclough, Terry. COMMUNITY CONTROL OF SCHOOLS. EDUCATIONAL MANAGEMENT REVIEW SERIES NUMBER 24. December 1973. 6pp.

Many parents and community members throughout the nation, dissatisfied with the education their children are receiving, are demanding a voice in the educational process. This demand is expressed in the movements for community involvement in the schools, community schools, and community control of schools. Twelve documents investigate the movement for community control of schools.

ED 084 648

ERIC ABSTRACTS: A COLLECTION OF ERIC DOCUMENT RESUMES ON PLANNING, PROGRAMMING, BUDGETING SYSTEMS. ERIC ABSTRACTS SERIES, NUMBER 25. 1973. 23pp.

The documents abstracted here concern both the philosophies and the practices of PPBS, and include models, procedure manuals, and bibliographies.

ED 084 649

ERIC ABSTRACTS: A COLLECTION OF ERIC DOCUMENT RESUMES ON EDUCATIONAL ASSESSMENT. ERIC ABSTRACT SERIES, NUMBER 26. 1973. 26pp.

ERIC abstracts on educational assessment contained in RIE through April 1973 are included. The abstracted documents present materials on national and state assessment programs, assessment models, and assessment of school quality.

ED 084 650

ERIC ABSTRACTS: A COLLECTION OF ERIC DOCUMENT RESUMES ON EDUCATIONAL PLANNING. ERIC ABSTRACTS SERIES, NUMBER 27. 1973. 26pp.

This abstract compilation updates an earlier ERIC Abstract on educational planning, and it contains all those documents that deal with the theories and techniques of planning education.

ED 084 651

ERIC ABSTRACTS: A COLLECTION OF ERIC DOCUMENT RESUMES ON COMPETENCY-BASED EVALUATION OF EDUCATIONAL STAFF. ERIC ABSTRACTS SERIES NUMBER 28. 1973. 21pp.

ERIC abstracts on competency-based evaluation of the educational staff contained in RIE through July 1973, are presented. The document includes materials defining competency-based evaluation, reports on specific techniques and models of competency-based evaluation, and bibliographies of related materials.

ED 084 652

ERIC ABSTRACTS: A COLLECTION OF ERIC DOCUMENT RESUMES ON NEEDS ASSESSMENT IN EDUCATION. ERIC ABSTRACT SERIES, NUMBER 29. 1973. 28pp.

ERIC abstracts relating to needs assessment contained in RIE through July, 1973 are presented. The documents cover the philosophy of needs assessment, instruments and procedures used, and specific programs of needs assessment.

ED 085 817

Finne, Mary Lou. AIR STRUCTURES. EDUCATIONAL FACILITIES REVIEW SERIES NUMBER 23. December 1973. 8pp.

Air structures can be erected quickly, cover large areas, cost substantially less than conventional buildings, and use less natural resources. Air structures are economically utilized for many facilities, such as athletic fields, swimming pools, high schools, day care centers, and college campuses. The literature covered in this review deals with technical information, costs, specific uses, advantages and disadvantages of air structures, and a look at some of the future uses.

ED 085 818

Mellor, Warren. MANAGEMENT INFORMATION SYSTEMS. EDUCATIONAL MANAGEMENT REVIEW SERIES 20

NUMBER 25 December 1973. 8pp.

The review examines the nature of new computer-based management information systems (MIS) and their contribution to educational decision-making. It stresses the need for careful definition of problems and for planning before engaging in MIS development, while raising the question of the role of management information systems in the total system.

ED 085 819

Mellor, Warren. COMPUTERIZED DATA PROCESSING. EDUCATIONAL MANAGEMENT REVIEW SERIES NUMBER 27. December 1973. 8pp.

This review surveys some of the many specific tasks that can be carried out by computers to assist school administrators in fulfilling their professional responsibilities. It examines the concept of regionalism in developing computer facilities and suggests that such centers are ultimately more a boon than a threat to local personnel. It is control of the electronic data processing units within organizations, rather than merely the centralization of facilities, that presents the real issue to be faced.

ED 085 820

ERIC ABSTRACTS: A COLLECTION OF ERIC DOCUMENT RESUMES ON THE USE OF FUTURISM IN EDUCATIONAL PLANNING. ERIC ABSTRACTS SERIES, NUMBER 30. 1973. 19pp.

Futurism is a process of speculation on alternative possibilities for the future, and leads to a clearer conception of future needs and resources. Applied to education, futurism can aid in long-range planning on a local, district, state, or national level. ERIC documents contained in RIE through July, 1973 on the subject of futurism in educational planning are presented here.

ED 087 083

Thomas, John H., and others. POLLING AND SURVEY RESEARCH., ANALYSIS AND BIBLIOGRAPHY SERIES, NUMBER 17. 1973. 20pp.

Intended to benefit the many individual school districts which are now conducting their own surveys, this publication reviews the volume of literature on polling and survey research methods and outlines the main steps to be taken in conducting a survey. Also covered are advantages and disadvantages of school surveys, questionnaire construction, data analysis, and the choice of methodology.

ED 088 139

Barraclough, Terry. EMPLOYMENT CONTRACTS FOR SECONDARY SCHOOL ADMINISTRATORS. REPORT ON EDUCATIONAL PRACTICES, NUMBER 2. 1974. 26pp.

The report represents the combined efforts of NASSP and the ERIC Clearinghouse on Educational Management to ascertain trends in secondary administrator contracts. The author has included several contracts as samples of current trends; and defines terms, analyzes 69 contracts individually, draws conclusions from the analyses, and suggests some guidelines for contract development.

ED 089 390

Schofield, Dee. YEAR-ROUND SCHOOLS. SCHOOL LEADERSHIP DIGEST SERIES, NUMBER ONE. ERIC/CEM RESEARCH ANALYSIS SERIES, NUMBER 3. 1974. 46pp.

This paper reviews the issue of the year round school--a variety of calendar changes aimed at increasing the educational and economic efficiency of the school system. Pros and cons of the year-round controversy are reviewed, and potential learner benefits and money savings are focused on. The author then investigates the economic and social impact of year-round scheduling on the community as a whole, outlines a method to plan and initiate a year-round plan, and describes several plans currently in operation.

ED 089 391

INSERVICE EDUCATION FOR ADMINISTRATORS. AN ERIC ABSTRACT: A COLLECTION OF ERIC DOCUMENT RESUMES. 1974. 16pp.

This annotated bibliography provides up-to-date materials for use in the NAESP/NASSP Right to Read: Administrator Leadership Clinics. These clinics are designed to improve the schools of elementary school and secondary school principals as instructional leaders.

ED 089 392

Piele, Philip K., and Stuart C. Smith. DIRECTORY OF ORGANIZATIONS AND PERSONNEL IN EDUCATIONAL MANAGEMENT. FOURTH EDITION. 1974. 82pp.

This edition lists 152 organizations and 535 individuals related to educational management. Educational management, as used to define the scope of this Directory, includes all aspects of the leadership, administration, and structure of public and private educational organizations and the provision of facilities for their operation.

ED 091 798

ERIC ABSTRACTS: A COLLECTION OF ERIC DOCUMENT RESUMES ON THE YEAR-ROUND SCHOOL. ERIC ABSTRACT SERIES, NUMBER 31. 1973. 24pp.

Among the advantages of year-round operation of schools over conventional 9-month operations, the documents in this annotated bibliography cite savings in cost and space, increased flexibility of scheduling, and higher teacher salaries. Various year-round plans are discussed and recommendations offered for implementation. The listing is complete for all issues of RIE through July 1973.

ED 091 799

ERIC ABSTRACTS: A COLLECTION OF ERIC DOCUMENT RESUMES ON MANAGEMENT BY OBJECTIVES. ERIC ABSTRACTS SERIES, NUMBER 32. 1973. 15pp.

This annotated bibliography includes documents on various kinds of objectives, setting objectives, and managing by objectives. Emphasis is on the management system known as management by objectives (MBO).

ED 091 800

ERIC ABSTRACTS: A COLLECTION OF ERIC DOCUMENT RESUMES ON PROGRAM EVALUATION. ERIC ABSTRACTS SERIES, NUMBER 33. 1973. 28pp.

Documents in this bibliography provide specific instruments and procedures for evaluation of educational programs. Several bibliographies and documents on theoretical concerns of program evaluation are also included, but the orientation is toward the practical, not the theoretical.

ED 091 801

Coppock, Nan. MIDDLE SCHOOLS. NAESP SCHOOL LEADERSHIP DIGEST SERIES, NUMBER TWO. ERIC/CEM RESEARCH ANALYSIS SERIES, NUMBER FOUR. 1974. 47pp.

Along with increasing numbers of middle schools, the past decade has seen the emergence of a middle school philosophy, which takes into account a wide range of physical, intellectual, and emotional differences among pupils who are between childhood and adolescence. The major portion of this presentation covers middle school historical roots and present trends, philosophy, ideal program characteristics, and staff. Various transitional and exploratory functions of the middle school institution are also examined.

ED 091 802

Piele, Philip K. and James R. Forsberg. SCHOOL PROPERTY: THE LEGALITY OF ITS USE AND DISPOSITION. ERIC/CEM STATE-OF-THE-KNOWLEDGE SERIES, NUMBER TWENTY-SIX. NOLPE SECOND MONOGRAPH SERIES ON LEGAL ASPECTS OF SCHOOL ADMINISTRATION, NUMBER FIVE. 1974. 54pp.

This monograph provides a broad overview of state statutes and state and federal court decisions that affect the use and disposition of school property. For the sake of convenience as well as for improved analysis, the paper divides the statutes into three broad categories of community use of school property, general purpose use, and use at board discretion.

ED 091 803

Iannaccone, Laurence, and Peter J. Cistone. THE POLITICS OF EDUCATION. ERIC/CEM STATE-OF-THE-KNOWLEDGE SERIES, NUMBER TWENTY. 1974. 82pp.

This monograph reviews, synthesizes, and evaluates selected literature in the field, and integrates theoretical analysis and empirical evidence. Three themes recur throughout the monograph--that there is a dynamic relationship between educational politics and societal change, that political culture is a powerful determinant of the style and structure of educational politics, and that professional and employee interests are dominant in the governance of education.

ED 091 838

ACCOUNTABILITY. A BIBLIOGRAPHY. 1974. 23pp.

More than half the states have passed accountability legislation. In many instances, this legislation has had a direct effect on the principal's role in the building and in the school district. This bibliography has been compiled to help

principals and other leaders in secondary education find resources to clarify accountability concepts. The compilation presents materials in the four accountability areas of finance, pupil testing, personnel evaluation, and general considerations.

ED 093 031

Schofield, Dee. CLASS SIZE. NAESP SCHOOL LEADERSHIP DIGEST SERIES, NUMBER 3. ERIC/CEM RESEARCH ANALYSIS SERIES, NUMBER FIVE. 1973. 32pp.

This analysis outlines the generally inconclusive nature of class size research. In the area of achievement as it relates to class size, the research is especially inconclusive. This paper also summarizes the effects of class size on the educational process and on student and teacher attitudes, as well as the economic effects of reducing class size.

ED 094 447

Schofield, Dee. COMMUNITY SCHOOLS. NAESP SCHOOL LEADERSHIP DIGEST SERIES, NUMBER FOUR. ERIC/CEM RESEARCH ANALYSIS SERIES, NUMBER SIX. 1974. 48pp.

The community school narrows the gap between "in school" experience and "real world" experience. This analysis of the research outlines the history and implementation of the community school concept and its relationship to that of community education. Ways to insure full community utilization of the school through curriculum and facility design are investigated. The administration and staffing of the community school are outlined. Potential local, state, and federal funding sources are listed.

ED 094 448

Barraclough, Terry. EVALUATION OF SCHOOL ADMINISTRATORS. NAESP SCHOOL LEADERSHIP DIGEST SERIES, NUMBER FIVE. ERIC/CEM RESEARCH ANALYSIS SERIES, NUMBER SEVEN. 1974. 31pp.

As the public, and in many cases the legislature, press schools to become accountable for their product, a formal administrator evaluation process becomes an indispensable part of school operations. This paper reviews literature on evaluation philosophies, problems, procedures, and instruments, in theory and in practice, to help a school district make decisions regarding evaluation.

ED 094 451

ADMINISTRATOR EVALUATION. THE BEST OF ERIC SERIES, NUMBER 1. 1974. 4pp.

The ERIC documents cited in this bibliography cover materials which range from overviews of current administrator evaluation philosophy and practice through manuals and guides for the evaluation of the performance of principals and superintendents.

ED 095 608

Templeton, Ian. DIFFERENTIATED STAFFING. NAESP SCHOOL LEADERSHIP DIGEST SERIES, NUMBER 6. ERIC/CEM RESEARCH ANALYSIS SERIES, NUMBER 8. 1974. 31pp.

This report gives a brief history of differentiated staffing (DS) and outlines the major differences between horizontal and vertical differentiation, obstacles to DS implementation, and costs. The report contends that the shared decision-making characteristic of DS programs could strengthen, rather than weaken, the principal's role in a school.

ED 095 609

COMMUNITY SCHOOLS. THE BEST OF ERIC SERIES, NUMBER 2. October 1974. 4pp.

This publication lists 22 annotated items from the ERIC system. The literature reviewed covers such topics as development of a community education program, the role of the community school director, year-round community schools, financing community education, the community education curriculum, and community education research.

ED 096 730

GRIEVANCE PROCEDURES. THE BEST OF ERIC SERIES, NUMBER 3. November 1974. 4pp.

This annotated bibliography lists 15 sources related to grievance procedures in public schools. These documents, contained in the ERIC system, discuss aspects of written grievance procedures such as the status, definitions, role responsibilities, administration, collective bargaining, and grievance procedure development.

ED 097 752

Coppock, Nan, and Ian Templeton. PARAPROFESSIONALS. NAESP SCHOOL LEADERSHIP DIGEST SERIES, NUMBER SEVEN. ERIC/CEM RESEARCH ANALYSIS SERIES, NUMBER NINE. 1974. 32pp.

The main focus here is on the specific ways in which paraprofessionals are currently being used in the schools. The authors discuss the two major kinds of paraprofessionals--service-oriented and instructional--and analyze the various methods that have been proposed for selecting, training, and certifying them. Legal aspects of paraprofessional programs are also covered.

ED 098 651

FUTURES. THE BEST OF ERIC SERIES, NUMBER 4. December 1974. 5pp.

Included are definitions of futurism, discussions of the background and applications of futurism, and examinations of some of the futurist writings. All 21 documents are in the ERIC system.

ED 099 951

Higley, Jerry. INSERVICE TRAINING FOR STAFF AND ADMINISTRATORS. SCHOOL LEADERSHIP DIGEST SERIES, NUMBER EIGHT. ERIC/CEM RESEARCH ANALYSIS SERIES, NUMBER TEN. 1974. 32pp.

In addition to being a means of keeping principals up-to-date and bailing them out of emergencies, inservice training can become a more radical force for changing the structure of the principalship. This paper presents the current range of

opinion concerning the goals of inservice training, the skills necessary for effective leadership, the structure of training programs (including teaching methods and materials), and methods of designing, implementing, and coordinating inservice training programs.

ED 099 952

Coursen, David. PLAYGROUND FACILITIES AND EQUIPMENT. NAESP SCHOOL LEADERSHIP DIGEST SERIES, NUMBER NINE. ERIC/CEM RESEARCH ANALYSIS SERIES, NUMBER ELEVEN. 1974. 33pp.

A good playground stimulates a child by offering a variety of interesting, challenging, and rewarding activities. Children learn from play and what they learn can be controlled by careful design of playgrounds. A number of topics are covered and examples of innovative playgrounds and playgrounds for the handicapped are cited.

ED 099 953

LEADERSHIP STYLES. THE BEST OF ERIC, NUMBER 5. January 1975. 5pp.

This annotated bibliography presents 24 articles and documents from the ERIC system. The sources cited discuss leadership in relation to personal qualities, behavior theories, organizational influence, and changing administrator roles.

ED 099 954

ADVISORY COMMITTEES. THE BEST OF ERIC SERIES, NUMBER 6. February 1975. 5pp.

This bibliography presents 17 citations of documents and journal articles, contained in the ERIC system, dealing with various aspects of advisory committees.

ED 101 414

Schofield, Dee. CONFLICT MANAGEMENT IN EDUCATION. NAESP SCHOOL LEADERSHIP DIGEST SERIES, NUMBER 10. ERIC/CEM RESEARCH ANALYSIS SERIES, NUMBER 12. 1975. 32pp.

Conflict theory is given primary attention in this paper in order to provide school administrators with a conceptual framework within which to analyze the conflict-laden events and situations that arise in daily administration. It is essential that administrators be apprised of the complex nature of conflict and of its underlying dynamics, so that they come to see opponents not as enemies but as fellow human beings subject to the same forces that they themselves are subject to.

ED 101 415

PARTICIPATIVE DECISION MAKING. THE BEST OF ERIC SERIES, NUMBER 7. March 1975. 5pp.

The 21 sources, all taken from the ERIC system, represent a wide range of thought on the pros, cons, and methods of involving various groups of people in the school's decision-making process. The documents are concerned with the desire of teachers and students to be included in decision-making and with administrator response to this.

ED 102 640

Coursen, David. WOMEN AND MINORITIES IN ADMINISTRATION. NAESP SCHOOL LEADERSHIP DIGEST SERIES NUMBER 11. ERIC/CEM RESEARCH ANALYSIS SERIES, NUMBER 13. 1975. 32pp.

Literature on the role of women and minorities in school administration indicates that they both suffer from role stereotypes, although the stereotypes are somewhat different. The role of blacks in administration has been severely limited by practices that exclude them from positions that involve supervision of white teachers or students. Women have been constrained by the belief that executive responsibilities conflict with the supposed primary goal and responsibil of all women, bearing and raising chiddren. Public schools must make an institutional commitment to implement new hiring practices. Discrimination against women and minorities in school administration will cease only when sex and race are irrelevant in hiring and promotion.

ED 102 641

Reutter, E. Edmund, Jr. THE COURTS AND STUDENT CONDUCT. ERIC/CEM STATE-OF-THE-KNOWLEDGE SERIES, NUMBER TWENTY-SEVEN. NOLPE MONOGRAPH SERIES. 1975. 104pp.

This is an expansion and revision of a monograph published by the same author in 1970. The number of appellate court decisions involving student conduct has grown rapidly in recent years as a result of increased reliance on the courts as the means to resolve conflicts between students and school authorities. The author describes the general legal framework that applies to student discipline and examines court decisions relevant to various specific areas of student conduct.

ED 102 643

ADMINISTRATIVE STAFF DEVELOPMENT. THE BEST OF ERIC SERIES, NUMBER 8. April 1975. 5pp.

This annotated bibliography cites 20 sources, including presentations of theory, analyses of need, and outlines of specific programs. Sensitivity training, individualized training, field training, networking, and human relations are among the concepts presented. The need for the rejuvenation of administrator training emerges as a connecting theme.

ED 103 942

Stephens, E. Robert. REGIONAL EDUCATIONAL SERVICE AGENCIES. ERS MONOGRAPH SERIES, NO. 29. 1975. 76pp.

Empirical research and personal judgments conclude that RESAs can provide local districts with supplemental and support services and can facilitate the development of required programs and services. They contribute to the equalization of educational opportunities; interface between urban, suburban, and rural interests; the application of cost benefit/cost effective principles; development of statewide research and evaluation; and more. An illustrative inventory of existing RESA programs is appended.

ED 105 545

Higley, Jerry. TRAINING AND CERTIFICATION OF SCHOOL PRINCIPALS. NAESP SCHOOL LEADERSHIP DIGEST SERIES, NUMBER 12. ERIC/CEM RESEARCH ANALYSIS SERIES, NUMBER 14. 1975. 32pp.

Many critics are saying that principals are inadequately trained to handle their highly demanding positions. This paper investigates the material published in the last few years relating to the training and certification of principals to discover what is now being done to change this process to make it more effective.

ED 105 546

Schofield, Dee. STUDENT RIGHTS AND DISCPLINE. SCHOOL LEADERSHIP DIGEST SERIES, NUMBER 13. ERIC/CEM RESEARCH ANALYSIS SERIES, NUMBER 15. 1975. 32pp.

The author views the tension between those who favor the expansion of civil rights for students and those who advocate a return to discipline based on the in loco parentis doctrine as indicative of a wider conflict between the Puritan concept of authoritarianism and Jeffersonian democracy. This report surveys major areas of legal controversy such as suspension, expulsion, corporal punishment, and other topics. The author concludes that the area of student constitutional rights is not one that lends itself to easy solutions and the controversy will continue to plague schools as long as the conflict in the society at large remains unresolved.

ED 105 547

STUDENT RIGHTS AND THE COURTS. THE BEST OF ERIC, NUMBER 9. May 1975. 5pp.

This annotated bibliography includes some of the most recent material on the legal aspects of student rights, especially the constitutional issues that remain unresolved. Many of the articles summarized deal with the relationship between the schools and the courts.

ED 108 273

CONFLICT RESOLUTION. THE BEST OF ERIC, NUMBER 10. June 1975. 5pp.

The 11 documents and articles in this annotated bibliography provide administrators with sources from which to obtain a basic understanding of the current status of conflict resolution theory and practice as it applies to education. Not all the entries are taken directly from the education literature; the references include information from psychology, sociology, political science, and management science.

ERIC CLEARINGHOUSE ON HANDICAPPED AND GIFTED CHILDREN (EC)

ED 078 613

COUNCIL FOR EXCEPTIONAL CHILDREN SELECTED CONVENTION AND SPECIAL CONFERENCE PAPERS INDEX. June 1973. 65pp

Here presented is a cumulative index of authors and titles of papers given at various annual and topical conventions of the Council for Exceptional Children. The conventions are listed in chronological order beginning with the 40th annual convention held in 1962 and ending with the convention of 1972. Special convention papers are listed chronologically after the annual convention of that year.

ED 078 614

GIFTED AND TALENTED: A GENERAL READING LIST; A SELECTIVE BIBLIOGRAPHY. EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES NO. 636. June 1973. 31pp.

This selected bibliography on gifted and talented contains approximately 100 abstracts with indexing information.

ED 078 630

EXCEPTIONAL CHILDREN CONFERENCE PAPERS: ADMINISTRATION IN SPECIAL EDUCATION. 1973. (Papers presented at the Annual International CEC Convention, 51st, Dallas, Texas, April 1973). 51pp.

The four conference papers presented in this document focus on aspects of administration in special education for handicapped children. The topics include: human divergences from formal bureaucratic to actual structures; parents as potential changers of children's behaviors; two procedures, process and product evaluation, used in evaluating exceptional children's developmental education programs; and future trends in special education.

ED 078 631

EXCEPTIONAL CHILDREN CONFERENCE PAPERS: EARLY CHILDHOOD EDUCATION. 1973. 85pp.

This report contains five conference papers which consider a bilingual kindergarten program, language assessment and development, a nursery school program for retarded children, instructional materials for handicapped children, and a comparison study on social status for bilingual exceptional children.

ED 078 632

EXCEPTIONAL CHILDREN CONFERENCE PAPERS: EDUCATION OF THE EDUCABLE MENTALLY HANDICAPPED. 1973. 157pp.

Nine conference papers focus on education of educable mentally handicapped (EMH) children. A number of topics and current programs are covered, including: a prototype evaluation of procedures for teaching reading comprehension, Lincoln School's behavioral management system for EMH students, studies of contextual analysis and concept learning of normal and retarded children, the Charles Carroll Occupation Program for EMH boys, and a prototype evaluation of procedures for teaching word meaning skills to EMH and normal pupils.

ED 078 633

EXCEPTIONAL CHILDREN CONFERENCE PAPERS: EDUCATION OF THE TRAINABLE MENTALLY HANDICAPPED. 1973. 112pp.

Three conference papers are contained in this document and cover the following topic areas: one presentation describes a behavioral objectives curriculum (Meridian Program) for TMR students which includes a checklist of behavioral goals and an educational prescriptive retrieval system; the Benhaven center, which serves neurologically impaired, moderately and profoundly retarded, and multihandicapped children, trains professional and paraprofessional staff, and provides services like institutes and workshops; surveys of parents of retarded children indicate that parents agree on practices and trends in educationally oriented teacher-parent encounters, that a child's program enrollment and age group are strong factors of parental opinion.

ED 078 634

EXCEPTIONAL CHILDREN CONFERENCE PAPERS: BEHAVIORAL AND EMOTIONAL PROBLEMS. 1973. 22pp.

The four conference papers center on educational strategies for use with emotionally disturbed, epileptic, the multiply handicapped retarded, hospitalized, and learning disabled children and adolescents. Special foci include special education at the National Children's Rehabilitation Center, techniques of behavior modification used with multiply handicapped retarded children, the roles of the teacher in an ungraded open classroom at a children's hospital, and a program of activized milieu therapy for learning disabled or emotionally disturbed adolescents.

ED 078 635

EXCEPTIONAL CHILD CONFERENCE PAPERS: GIFTED AND TALENTED. 1973. 19pp.

This group of papers is primarily concerned with the need for educators to consider ways to achieve their ends within the realities of the political system. The federal government serves as a catalyst to ideas through research and demonstration programs and support of leadership training. Educational support services are an unrecognized part of the educational delivery system. Political allies need to be nurtured in organizations such as the National Education Association.

ED 078 636

EXCEPTIONAL CHILDREN CONFERENCE PAPERS: LEARNING AND LANGUAGE DISABILITIES. 1973. 83pp.

Nine conference reports focus on the prediction and remediation of learning and language disorders in children.

ED 078 637

EXCEPTIONAL CHILDREN CONFERENCE PAPERS: PHYSICALLY HANDICAPPED. 1973. 68pp.

The five conference papers on the physically handicapped consider the following topics: architectural barriers, attitudes, and the use of total communications methods, a new symbolic communication system, and long-term care of cerebral palsied or multiply handicapped individuals.

ED 078 638

EXCEPTIONAL CHILDREN CONFERENCE PAPERS: CAREER EDUCATION. 1973. 24pp.

Two conference papers focus on career education programs for handicapped high school students. One describes a work study program for educable mentally retarded senior high school students with goals such as decreasing the incidence of school dropouts, improving basic work skills, teaching positive work attitudes, teaching money and time management skills, and improving self concepts. The second program offers guidelines for the design of programs in career development for secondary high school students. A suggested high school work study curriculum is outlined which correlates work experience with meeting academic and vocational objectives.

ED 079 877

GIFTED AND TALENTED CHILDREN AND YOUTHS: A SELECTED GUIDE TO RESOURCES FOR INFORMATION, MATERIALS, AND ASSISTANCE. July 1973, 12pp.

The annotated directory lists approximately 46 national and state resources, and organizations as of June 1973 which serve gifted and talented children and youth. The listings include region or state covered, name of person or office to contact, name of organization or office, telephone number, and in some cases a short description of function and/or services.

ED 084 765

PHYSICAL FACILITIES: A SELECTIVE BIBLIOGRAPHY, EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES NO. 634. November 1973, 27pp.

The selected bibliography of physical facilities for handicapped children contains approximately 100 abstracts with indexing information drawn from the computer holdings of the Council for Exceptional Children Information Center. Abstracts are chosen using the criteria of availability of document to the user, current applicability, information value, author's reputation, and classical content.

ED 085 917

HOMEBOUND OR HOSPITALIZED: A SELECTIVE BIBLIOGRAPHY. EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES NO. 607. November 1973. 23pp.

The selected bibliography on homebound and hospitalized handicapped children contains approximately 60 abstracts and the associated indexing information. The documents abstracted in this bibliography were published between 1965 and 1972.

ED 085 918

SPEECH HANDICAPPED RESEARCH; A SELECTIVE BIBLIOGRAPHY. EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES NO. 627. November 1973. 32pp.

There are approximately 100 documents abstracted in this selected bibliography on speech handicapped children. Dates of publication range from 1960 to 1972. Indexing, purchasing, and terms information are also contained in the document.

ED 085 919

EMOTIONALLY DISTURBED PROGRAMS; A SELECTIVE BIBLIOGRAPHY. EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES NO. 617. November 1973. 28pp.

Using selection criteria of availability, applicability, information value, author reputation, and classical content, 90 documents were drawn from the computer holdings of the Clearinghouse on Exceptional Children and abstracted in this selected bibliography.

ED 085 920

PHYSICALLY HANDICAPPED/SPECIAL HEALTH PROBLEMS/CEREBRAL PALSY RESEARCH; A SELECTIVE BIBLIOGRAPHY. EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES NO. 655. November 1973. 29pp.

This selected bibliography of research on physically handicapped children with special health problems, and children with cerebral palsy contains approximately 100 abstracts and associated indexing information.

ED 085 921

TRAINABLE MENTALLY HANDICAPPED PROGRAMS; A SELECTIVE BIBLIOGRAPHY. EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES NO. 640. November 1973. 20pp.

Roughly 50 abstracts are contained in this selected bibliography on programs for trainable mentally handicapped children.

ED 085 922

LEARNING DISABILITIES PROGRAMS; A SELECTIVE BIBLIOGRAPHY. EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES NO. 615. November 1973. 28pp.

Some 90 abstracts relating to programs for children with learning disabilities are contained in this bibliography.

ED 085 923

VISUALLY HANDICAPPED PROGRAMS; A SELECTIVE BIBLIOGRAPHY. EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES NO. 619. November 1973. 27pp.

Visually handicapped children are the subjects of this bibliography containing approximately 100 abstracts of documents published between 1955 and 1972.

ED 085 924

VISUALLY HANDICAPPED RESEARCH; A SELECTIVE BIBLIOGRAPHY. EXCEPTIONALLY CHILD BIBLIOGRAPHY SERIES NO. 620. November 1973. 27pp.

This document, part of a series of annotated bibliographies drawn from the holdings of the Council for Exceptional Children, consists of about 100 abstracts of documents concerned with research on visually handicapped children.

ED 085 930

Abeson, Alan, ed. A CONTINUING SUMMARY OF PENDING AND COMPLETED LITIGATION REGARDING THE EDUCATION OF HANDICAPPED CHILDREN. NUMBER 7. November 30, 1973. 37pp.

This document summarizes 43 completed or pending court cases dealing with the educational rights of handicapped children and adults. The 12 decisions are reported to have substantiated the right of handicapped children to equal protection under the law including being provided with an education and full rights of notice and due process in relation to their selection, placement, and retention in educational programs.

ED 085 941

SPEECH HANDICAPPED PROGRAMS; A SELECTIVE BIBLIOGRAPHY. EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES NO. 626. November 1973. 18pp.

Programs for speech handicapped children are the subjects of approximately 60 documents abstracted here and drawn from the computer holdings of the Council for Exceptional Children Information Center. The documents abstracted here were published between 1963 and 1972.

ED 085 942

EMOTIONALLY DISTURBED RESEARCH; A SELECTIVE BIBLIOGRAPHY. EXCEPTIONAL BIBLIOGRAPHY SERIES NO. 618. November 1973. 26pp.

There are approximately 95 documents abstracted here which discuss the topic of research on emotionally handicapped children.

ED 085 943

PHYSICALLY HANDICAPPED/SPECIAL HEALTH PROBLEMS AND CEREBRAL PALSY PROGRAMS; A SELECTIVE BIBLIOGRAPHY. EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES NO. 628. November 1973. 22pp.

The selected bibliography on physically handicapped children, children with special health problems, and programs for children with cerebral palsy contains approximately 85 abstracts and associated indexing information.

ED 088 263

Ripley, Suzanne. EVALUATION OF THE FIRST SUMMER LEADERSHIP TRAINING INSTITUTE 1973: A BRIEF SUMMARY. February 21, 1974. 7pp.

The first of the three planned LTI's was attended by teams from 17 states, one region, and one foreign country. The two-week institute provided the 79 participants with guidelines for developing a state plan, the benefit of colleagues' experience in setting up special programs, expertise to increase motivation in program development, and a source of general information about programs for the gifted. Participants' evaluations of the LTI were highly favorable.

ED 090 704

GIFTED AND TALENTED PROGRAMS; A SELECTIVE BIBLIOGRAPHY. EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES NO. 609. November 1973. 22pp.

The annotated bibliography on educational programs for talented and gifted children and adolescents contains approximately 80 abstracts and associated indexing information.

ED 090 705

PHYSICAL EDUCATION AND LEISURE TIME; A SELECTIVE BIBLIOGRAPHY. EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES NO. 612. November 1973. 23pp.

The annotated bibliography on physical education and leisure time activities for handicapped children and adolescents contains 95 document abstracts. References included treat aspects such as camping for emotionally disturbed children, the Special Olympics for mentally handicapped children, and art projects and activities.

ED 090 706

MULTIPLY HANDICAPPED; A SELECTIVE BIBLIOGRAPHY. EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES NO. 614. November 1973. 24pp.

Aspects of the subject which are specifically treated in this bibliography are: procedures for evaluating the hearing of the retarded, educational programs for deaf blind children, and research on psychological needs of multiply handicapped children.

ED 090 707

LEARNING DISABILITIES-RESEARCH; A SELECTIVE BIBLIOGRAPHY. EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES NO. 616. November 1973. 26pp.

This annotated bibliography on learning disabilities research contains 100 abstracts for documents published from 1963 to 1973.

ED 090 708

EDUCABLE MENTALLY HANDICAPPED-PROGRAMS; A SELECTIVE BIBLIOGRAPHY. EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES NO. 621. November 1973. 25pp.

Work study curriculums for educable retarded students, special teacher preparation, and suggestions for public school counselors are just a few topics covered in this annotated bibliography on programs for mentally handicapped children and adolescents. The bibliography contains approximately 90 abstracts of documents published from 1960 through 1973.

ED 090 709

EDUCABLE MENTALLY HANDICAPPED-RESEARCH; A SELECTIVE BIBLIOGRAPHY. EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES NO. 622. November 1973. 26pp.

This bibliography, which contains roughly 100 abstracts of documents published between 1964 and 1973, includes treatments of specific aspects such as effects of special class placement on EMR children's concept of ability, mathematics curriculum findings, and learning potential.

ED 090 710

AURALLY HANDICAPPED-PROGRAMS; A SELECTIVE BIBLIOGRAPHY. EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES NO. 624. November 1973. 23pp.

This annotated bibliography on programs for the aurally handicapped contains no less than 85 abstracts of documents published from 1964 through 1973. Some of the specific areas covered are language development, program design, curriculum, programmed instruction, and early identification.

ED 090 711

AURALLY HANDICAPPED-RESEARCH; A SELECTIVE BIBLIOGRAPHY. EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES NO. 625. November 1973. 26pp.

The annotated bibliography on research concerning the aurally handicapped contains approximately 100 abstracts of relevant recent documents. References included treat aspects such as testing, identification, speech, visual learning, and school performance.

ED 090 712

DIRECTORIES OF SERVICES AND FACILITIES; A SELECTIVE BIBLIOGRAPHY. EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES NO. 638. November 1973. 15pp.

Forty-five abstracts make up this annotated bibliography on directories of services and facilities for exceptional children. These abstracts deal with aspects of the subject such as instructional materials centers, colleges, camps, private schools, tests, and equipment.

ED 090 713

EXCEPTIONAL CHILDREN: A GENERAL READING LIST; A SELECTIVE BIBLIOGRAPHY. EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES NO. 648. November 1973. 20pp.

This bibliography provides a general reading list on exceptional children. It contains more than 75 abstracts of important documents in this field.

ED 090 714

SEVERELY HANDICAPPED; A SELECTIVE BIBLIOGRAPHY. EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES NO. 649. November 1973. 25pp.

This bibliography contains almost a hundred documents in the area of the severely retarded, including references to documents dealing with evaluation, institutions, training techniques, behavior modification, and parents.

ED 090 715

A SELECTED GUIDE TO PUBLIC AGENCIES CONCERNED WITH EXCEPTIONAL CHILDREN. November 1973. 11pp.

This annotated bibliography on public agencies concerned with exceptional children contains about 90 annotated listings of agencies serving handicapped or gifted children.

ED 090 722

IDENTIFICATION AND INTERVENTION OF HANDICAPS IN EARLY CHILDHOOD; A SELECTIVE BIBLIOGRAPHY. EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES NO. 606. November 1973. 22pp.

The annotated bibliography on identification and intervention of handicaps in early childhood includes some 85 documents which treat issues such as preschool curriculum, prevention of learning disabilities, screening programs, and intervention programs.

ED 090 723

GIFTED AND TALENTED RESEARCH; A SELECTIVE BIBLIOGRAPHY. EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES NO. 639. November 1973. 28pp.

The almost 100 document abstracts in this annotated bibliography on gifted and talented cover such topic areas as educational motivation, creativity, acceleration, identification, and psychological adjustment.

ED 090 742

Lake, Thomas P. MANPOWER DEVELOPMENT EXEMPLARY PROGRAMS FOR THE HANDICAPPED. 1974. 29pp.

This document describes three training programs for teachers of the handicapped in Florida, Vermont, and Maryland that have been designated exemplary by the Bureau of Education for the Handicapped, which supports 500 teacher preparation programs.

ED 101 491

Kreuger, Mark L., and Elizabeth Newman, comps. PERSPECTIVES ON GIFTED AND TALENTED EDUCATION: ARTS AND HUMANITIES. 1974. 87pp.

The handbook on education in the arts and humanities for gifted and talented students includes a state-by-state directory of resources (especially councils and committees) and 20 articles exploring aspects of arts and humanities education, financial support, the education of gifted students, and community resources.

ED 102 805

CHILD ABUSE; A SELECTIVE BIBLIOGRAPHY. EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES NO. 601. 1975. 17pp. Not available from EDRS. Available from CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 ($4.00).

The annotated bibliography on child abuse contains approximately 75 abstracts and associated indexing information for documents published from 1963 to 1974.

ED 102 806

SEX EDUCATION: A SELECTIVE BIBLIOGRAPHY. EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES NO. 605. 1975. 20pp. Not available from EDRS. Available from CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 ($4.00).

This annotated bibliography consists of roughly 75 document abstracts on topics in sex education.

ED 102 808

MAINSTREAMING: PROGRAM DESCRIPTIONS IN AREAS OF EXCEPTIONALITY; A SELECTIVE BIBLIOGRAPHY. EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES NO. 623. 1975. 31pp. Not available from EDRS. Available from CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 ($4.00).

This annotated bibliography on mainstreaming program descriptions contains approximately 110 abstracts on documents published between 1955 and 1974. References included treat aspects such as regular class placement, teacher education, program planning, teaching methods, and educational trends.

ED 104 061

COMPETENCY BASED TEACHER EDUCATION AND EVALUATION; A SELECTIVE BIBLIOGRAPHY. EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES NO. 630. 1975. 18pp. Not available from EDRS. Available from CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 ($4.00).

The annotated bibliography on competency based teacher education and evaluation contains approximately 55 abstracts and associated indexing information for documents published from 1955 to 1974.

ED 104 062

NONDISCRIMINATORY TESTING; A SELECTIVE BIBLIOGRAPHY. EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES NO. 645. 1975. 20pp. Not available from EDRS. Available from CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 ($4.00).

This bibliography contains 75 document abstracts on such aspects of nondiscriminatory testing as: testing problems, test interpretation, and test validity in regard to minority group children and students with hearing, physical, visual, and language handicaps.

ED 105 699

PROGRAMING FOR THE GIFTED: A SELECTIVE BIBLIOGRAPHY. EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES NO. 609. 1975. 22pp. Not available from EDRS. Available from CEC Information

Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 ($4.00).

This annotated bibliography on programing for gifted contains approximately 85 abstracts and indexing information. Particular topics covered in the documents include: enrichment, acceleration, creativity, curriculum, educational programs, special classes, teaching methods, class activities, inservice teacher education, and instructional materials.

ED 105 702

MATHEMATICS AND SCIENCE FOR GIFTED CHILDREN. A SELECTIVE BIBLIOGRAPHY. EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES NO. 656. 1975. 16pp. Not available from EDRS. Available from CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 ($4.00).

The annotated bibliography on mathematics and science for gifted children contains approximately 70 abstracts and associated indexing information for documents published from 1956 to 1974.

ED 105 703

GIFTED CHILDREN AND THE ARTS AND HUMANITIES: A SELECTIVE BIBLIOGRAPHY. EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES 661. 1975. 33pp. Not available from EDRS. Available from CEC Information Services and Documents, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 ($4.00)..

This annotated bibliography on gifted children and the arts and humanities contains almost 200 abstracts for documents in the field published between 1957 and 1974.

ED 105 706

CREATIVITY: A SELECTIVE BIBLIOGRAPHY. EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES NO. 667. 1975. 33pp. Not available from EDRS. Available from CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 ($4.00).

Over 150 documents are presented in the annotated bibliography on creativity. These documents were published between 1961 and 1973. Citations are divided into five major topical headings: general creativity, research studies, creativity and the classroom, tests and measurements, creativity and intelligence, and problem solving.

ED 109 863

EARLY CHILDHOOD-IDENTIFICATION: A SELECTIVE BIBLIOGRAPHY. EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES NO. 606. 1975. 26pp. Not available from EDRS. Available from CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 ($4.00).

The annotated bibliography on early childhood identification of the handicapped or gifted contains 100 abstracts and associated indexing information for documents published between 1967 and 1974.

ED 109 865

GIFTED: HANDICAPPED, DISADVANTAGED AND UNDERACHIEVERS: A SELECTIVE BIBLIOGRAPHY. EXCEPTIONAL CHILD BIBLIOGRAPHY NO. 660. 1975. 26pp. Not available from EDRS. Available from The Council for Exceptional Children Information Center, 1920 Association Drive, Reston, Virginia 22091 ($4.00).

References contained in this annotated bibliography on handicapped, disadvantaged and underachieving gifted students discuss such topics as educational needs, teaching methods, creative thinking, talent identification, curriculum development, culture free tests, self concept and motivation.

ED 109 866

EARLY CHILDHOOD INTERVENTION-GENERAL THEORY AND PROGRAMS: A SELECTIVE BIBLIOGRAPHY. EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES NO. 662. 1975. 27pp. Not available from EDRS. Available from The Council for Exceptional Children Information Center, 1920 Association Drive, Reston, Virginia 22091 ($4.00).

This annotated bibliography contains approximately 100 abstracts on documents related to early childhood intervention-general theory and programs for handicapped children.

ED 109 867

IDENTIFICATION OF THE GIFTED: TESTS AND MEASUREMENTS: A SELECTIVE BIBLIOGRAPHY. EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES NO. 668. 1975. 12pp. Not available from EDRS. Available from The Council for Exceptional Children Information Center, 1920 Association Drive, Reston, Virginia 22091 ($4.00).

This annotated bibliography on tests and measurements for identification of the gifted contains 75 document abstracts for documents published from 1959 to 1973. Student evaluation, test interpretation, test reliability, test validity, creativity, predictive measurement, and culture free tests are among the specific topics discussed.

ED 109 869

EARLY CHILDHOOD INTERVENTION-INFANCY: A SELECTIVE BIBLIOGRAPHY. EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES NO. 670. 1975. 14pp. Not available from EDRS. Available from The Council for Exceptional Children Information Center, 1920 Association Drive, Reston, Virginia 22091 ($4.00).

This annotated bibliography consists of 65 abstracts, covering the period from 1968 to 1974, and dealing with the following specific topics in the area of early childhood intervention in infancy: parent education, prevention, cognitive development, language development, stimulation, sensory experience, home instruction, and many others.

ED 109 870

EARLY CHILDHOOD INTERVENTION-CULTURALLY DIFFERENT: A SELECTIVE BIBLIOGRAPHY. EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES NO. 671. 1975. 12pp. Not available from EDRS.

Available from The Council for Exceptional Children Information Center, 1920 Association Drive, Reston, Virginia 22091 ($4.00).

This bibliography contains some 60 document abstracts relating to early childhood intervention. The specific topics dealt with include: prevention, program effectiveness, parent role, parent education, language development, cognitive development, home visits, program descriptions, curriculum, and teaching methods.

ERIC CLEARINGHOUSE ON LANGUAGES AND LINGUISTICS (FL)

ED 098 808

Logan, Gerald E. PREPARING AND USING SELF-TEACHING UNITS FOR FOREIGN LANGUAGES. December 1974. 17pp.

Designed to teach a specific concept or skill, each self-teaching unit consists of: a state performance or behavioral objective, activities to enable the student to achieve the objective, and a test to determine success. This booklet begins with a description of the performance objective, and several sample objectives are presented. Suggestions on how the units can be better utilized, the construction of such a self-teaching unit, and a self-instruction lesson are discussed.

ED 098 813

Ney, James W.; and Donella K. Eberle. A SELECTED BIBLIOGRAPHY ON BILINGUAL/BICULTURAL EDUCATION. January 1975. 6pp.

This selected bibliography presents a listing of available articles, surveys, textbooks, and anthologies in the field of bilingual/bicultural education. Equal emphasis is given to theory and application.

ED 100 183

Griffith, Paul T. A GUIDE TO ORGANIZING SHORT-TERM STUDY ABROAD PROGRAMS. SERIES ON LANGUAGES AND LINGUISTICS NO. 4. February 1975. 21pp.

This guide is designed for those interested in organizing and/or participating in short-term study abroad programs. The following main topics are treated in detail: (1) the nature of the program, (2) the budget, (3) winning administrative approval for the program, (4) announcing the program, (5) orientation, (6) the program director, (7) the campus, the courses, and the itinerary, (8) guided tours, and (9) social events, recreation, and sports.

ED 100 189

Behrens, Sophia A., and Kathleen McLane, comps. A SELECTED BIBLIOGRAPHY ON LANGUAGE TEACHING AND LEARNING. SERIES ON LANGUAGES AND LINGUISTICS NO. 3. February 1975. 6pp.

The documents listed in this bibliography appeared in 1974 issues of RIE. The entries are divided into three categories: documents concerning language acquisition and development, documents dealing primarily with the theoretical aspects of teaching and learning instructional materials, and documents containing instructional materials and describing language teaching methods.

ED 102 875

Eddy, Peter A., comp. A SELECTED BIBLIOGRAPHY ON FILMS AND VIDEOTAPES ON FOREIGN LANGUAGE TEACHER TRAINING. CAL-ERIC/CLL SERIES ON LANGUAGES AND LINGUISTICS, NO. 8. April 1975. 34pp.

This bibliography was prepared for foreign language teacher trainers and curriculum specialists for use in preservice and inservice instruction. The listings have been grouped into four major categories: (1) foreign language teaching methodology, (2) documentary, (3) foreign language promotional, and (4) social interaction in the classroom. The resumes are descriptive, not evaluative.

ED 102 877

Shopen, Tim, comp. WORKING PAPERS IN LINGUISTICS. CAL-ERIC/CLL SERIES ON LANGUAGES AND LINGUISTICS, NO. 5. April 1975. 7pp.

This annotated bibliography provides information about 53 working papers series. It is the result of responses to questionnaires sent out during the past year, mostly to institutions within the United States. Each citation indicates the subject areas covered, the intended audience, frequency of issue, price, and availability.

ED 102 878

Levy, Stephen L. USING COMMUNITY RESOURCES IN FOREIGN LANGUAGE TEACHING. CAL-ERIC/CLL SERIES ON LANGUAGES AND LINGUISTICS, NO. 5. April 1975. 17pp.

The objective of this paper is to show how the resources of the community can be incorporated into a foreign language program. The first step to involving the community is a survey to determine exactly what assets are available. Once the surveys have been completed, the foreign-language department can organize various types of activities: class trips, foreign language fairs, volunteer work, work-study programs, contests, community welcoming committees, and lecture and consulting programs.

ED 102 882

DeCamp, Jennifer. ERIC MATERIALS RELATING TO VIETNAMESE AND ENGLISH. CAL-ERIC/CLL SERIES ON LANGUAGES AND LINGUISTICS, NO. 18. May 1975. 8pp.

This collection of abstracts was compiled in response to the sudden and intense demand for information and materials resulting from the arrival in the United States of thousands of Vietnamese refugees. There is more here on the teaching of Vietnamese to speakers of English than on the teaching of English. However, the Vietnamese language materials could be useful, especially in matters of cultural content, to developers of instructional materials in English.

ED 103 148

Cahir, Stephen, and others. A SELECTED BIBLIOGRAPHY ON MEXICAN AMERICAN AND NATIVE AMERICAN BILINGUAL EDUCATION IN THE SOUTHWEST (WITH ERIC ABSTRACTS). CAL-ERIC/CLL SERIES ON LANGUAGES AND LINGUISTICS, NO. 6. March 1975. 299pp.

This bibliography provides access to the latest research findings on developments in bilingual education which relate specifically to Mexican Americans and/or American Indians in the Southwest. The information contained in the 263 entries is analyzed within similar limits as to its socio-linguistic significance.

ED 104 147

Cheek, William, and others. EFFECTS OF SOCIAL SITUATION ON LANGUAGE USE: THEORY AND APPLICATION. CAL-ERIC/CLL SERIES ON LANGUAGES AND LINGUISTICS NO. 10. April 1975. 34pp.

The purpose of this paper is to focus attention on the need to teach language students not only what to say, but how to say it and when. A brief theoretical discussion provides a linguistic background for the presentation of data collected in three foreign countries and the United States. Analysis of the data shows that language students are frequently forced to cope with social situations for which they are not fully prepared.

ED 104 154

Oller, John W., Jr. RESEARCH WITH CLOZE PROCEDURE IN MEASURING THE PROFICIENCY OF NON-NATIVE SPEAKERS OF ENGLISH: AN ANNOTATED BIBLIOGRAPHY. CAL-ERIC/CLL SERIES ON LANGUAGES AND LINGUISTICS, NO. 13. April 1975. 32pp.

The entries in this bibliography are divided into four major sections. The first includes pros and cons on the cloze procedure and a few research studies. The second major section includes five sections: basic research concerning the validity and reliability of the cloze procedure as a device for assessing second language proficiency, the references to cloze in the teaching of languages, cloze as a measure of the readability for ESL/EFL materials, cloze as an elicitation procedure for inter-language data, and oral/aural cloze research. The third major section includes references on cloze tests applied in languages other than English. The last major section includes a subsection on general reviews of cloze research, followed by a section on reviews of cloze research applied to second language proficiency measurement.

ED 104 157

Nelson, Robert J., and Richard E. Wood. RADIO IN FOREIGN LANGUAGE EDUCATION. CAL-ERIC/CLL SERIES ON LANGUAGES AND LINGUISTICS, NO. 11. April 1975. 29pp.

The present study is an updating of Nelson's ERIC Focus Report No. 11 (1969). Two major areas are examined: (1) the concepts behind the use of radio in language teaching and how this application of radio reflects changes in the theory and practice of foreign language learning in general; and (2) the technical aspects of application, regarding both equipment and information on reception.

ED 104 161

Powell, Patricia B. ERROR ANALYSIS IN THE CLASSROOM. CAL-ERIC/CLL SERIES ON LANGUAGES AND LINGUISTICS, NO. 12. April 1975. 24pp.

This paper begins with a discussion of the meaning and importance of error analysis in language teaching and learning. The practical implications of what error analysis is for the classroom teacher are discussed, along with several

possible systems for classifying learner errors. The need for the language teacher to establish certain priorities in error correction, since some errors are more detrimental to effective communication than others, is stressed.

ED 104 162

Eddy, Peter A., comp. ERIC DOCUMENTS ON FOREIGN LANGUAGE TEACHING AND LINGUISTICS: LIST NUMBER 13. May 1975. 39pp.

This document contains documents entered into the ERIC system in 1973-74. The format of the 377 entries is that used in the ERIC system, less descriptors and resumes.

ED 104 166

Allen, Edward D. COMMUNICATIVE COMPETENCE. CAL-ERIC/CLL SERIES ON LANGUAGES AND LINGUISTICS, NO. 15. May 1975. 23pp.

In the first part of this paper several theories on the subject of communicative competence are examined. Part 2 is devoted to a discussion of how a teacher can test for communicative competence, and the practicality of this type of testing, in terms of class time, equipment required and objective grading, is emphasized. Part 3 summarizes a number of experiments conducted to determine the effectiveness of communicative competence training. The paper concludes with a detailed list of communicative exercises representing various levels of difficulty

ED 104 168

Martin, Jeanette. A SURVEY OF THE CURRENT STUDY AND TEACHING OF NORTH AMERICAN INDIAN LANGUAGES IN THE UNITED STATES AND CANADA. CAL-ERIC/CLL SERIES ON LANGUAGES AND LINGUISTICS, NO. 17. May 1975. 97pp.

The primary source of data for this survey was a questionnaire distributed in the spring of 1973 to 61 universities and colleges in the U.S. and Canada. Other sources were publications, conferences, and correspondence with individuals working with these languages. An overview of the study of North American Indian languages is presented first, outlining the contributions of several generations of linguists and leading up to a discussion of the present situation. Some current trends are identified.

ED 104 169

Jorstad, Helen L. PRE-STUDENT TEACHING EXPERIENCES IN SECOND LANGUAGE TEACHER EDUCATION PROGRAMS. CAL-ERIC/CLL SERIES ON LANGUAGES AND LINGUISTICS, NO. 14. April 1975. 22pp.

This paper discusses the need for and importance of field-based experience in the training of prospective second language teachers prior to student teaching. Sixteen characteristics of an effective program for training second-language teachers are described, and the need for more research in the area of second language field-based experiences is emphasized.

ED 104 176

Quinn, Terence, and James Wheeler. LISTENING COMPREHENSION IN THE FOREIGN LANGUAGE

CLASSROOM. CAL-ERIC/CLL SERIES ON LANGUAGES AND LINGUISTICS, NO. 16. May 1975. 38pp.

This paper suggests that language teachers reconsider their approach to listening comprehension, as recent studies seem to indicate that listening is not a passive but a highly active skill. The importance of listening comprehension as an independent skill is stressed in the first section, and principles of speech processing from which the suggested approach is derived are outlined in the second section. A final section presents practical examples in French of suggested techniques.

ED 104 177

Andersen, Elaine S., comp. A SELECTED BIBLIOGRAPHY ON LANGUAGE INPUT TO YOUNG CHILDREN. CAL-ERIC/CLL SERIES ON LANGUAGES AND LINGUISTICS. May 1975. 22pp.

Thirty-one papers and reports dealing with recent work on language input to children are listed in this annotated bibliography. The annotations, which are descriptive rather than evaluative, summarize the design of each study, the nature of the data, and some of the results and conclusions.

ED 105 753

Marckwardt, Maybelle. A SELECTED LIST OF INSTRUCTIONAL MATERIALS FOR ENGLISH AS A SECOND LANGUAGE: ELEMENTARY LEVEL. CAL-ERIC/CLL SERIES ON LANGUAGES AND LINGUISTICS, NO. 19. May 1975. 11pp.

This is a list of 42 textbooks, audio-visual aids, puzzles and games, readers, multimedia materials, and workbooks designed for use in teaching English as a second language at the elementary level.

ED 105 754

Marckwardt, Maybelle. A SELECTED LIST OF INSTRUCTIONAL MATERIALS FOR ENGLISH AS A SECOND LANGUAGE: SECONDARY LEVEL. CAL-ERIC/CLL SERIES ON LANGUAGES AND LINGUISTICS, NO. 20. May 1975. 13pp.

This document lists 45 textbooks, vocabulary books, puzzles and games, readers and conversation texts designed for use in teaching English as a second language at the secondary level.

ED 105 772

Valdman, Albert, and Joel Walz, comps. A SELECTED BIBLIOGRAPHY ON LANGUAGE LEARNERS' SYSTEMS AND ERROR ANALYSIS. CAL-ERIC/CLL SERIES ON LANGUAGES AND LINGUISTICS, NO. 21. May 1975. 75pp.

This document is divided into five sections. Section 1 deals with the notion of approximative or intermediate systems and interlanguage, and with more classical studies on contrastive analysis. Section 2 focuses on the concept and definition of learner errors and includes items dealing with their elicitation and classification. Section 3 lists some of the most important items in the fields of first language acquisition and the use of the first language by children and groups speaking non-standard dialects. Studies on language contact are the focus in Section 4. Section 5 contains references to works dealing with second language learning with particular reference to error analysis or learners' systems.

ED 105 779

Joseph, Grace, comp., and others. A SELECTED ERIC BIBLIOGRAPHY ON TEACHING ENGLISH AS A SECOND LANGUAGE TO THE ILLITERATE. CAL-ERIC/CLL SERIES ON LANGUAGES AND LINGUISTICS, NO. 25. June 1975. 28pp.

This annotated bibliography consists of materials in the ERIC system that deal with teaching English as a second language to persons who are illiterate, or functionally illiterate, in their native language. Although these materials were chosen for their focus on illiterate or functionally illiterate nonspeakers of English, many of the items are also applicable to other aspects of TESL and adult basic education.

ED 107 135

Geffert, Hannah, and others. THE CURRENT STATUS OF U.S. BILINGUAL EDUCATION LEGISLATION. CAL-ERIC/CLL SERIES ON LANGUAGES AND LINGUISTICS NO. 23. May 1975. 132pp.

This is an update of the report published by the Center for Applied Linguistics in 1971. Following an overview of court decisions and legislation affecting bilingual education, there are excerpts from court decisions, constitutions, and statutes affecting bilingual education. State statutory provisions and other "American-Flat" jurisdiction legislation are listed. A tabular summary of legislative activity in the 50 states is included.

ED 107 157

Wagner-Gough, Judy. COMPARATIVE STUDIES IN SECOND LANGUAGE LEARNING. CAL-ERIC/CLL SERIES ON LANGUAGES AND LINGUISTICS, NO. 26. June 1975. 53pp.

This is a study of the processes involved in second language learning in which the principal subject was an Iranian child who learned English in the United States without formal instruction. The study probes a number of specific questions related to language learning. The main conclusion is that any theory of language acquisition must consider the many variables that interact in communication.

ED 107 158

Fox, Robert P. A SELECTED LIST OF INSTRUCTIONAL MATERIALS FOR ENGLISH AS A SECOND LANGUAGE: COLLEGE LEVEL. CAL-ERIC/CLL SERIES ON LANGUAGES AND LINGUISTICS, NO. 27. June 1975. 25pp.

The following areas are covered in this bibliography: vocabulary, stress and intonation, phonetics, composition, reading, pattern drills, conversation, literature, and technical English. The list includes materials for all levels--beginner, advanced beginner, intermediate, and advanced.

ED 111 176

Pickett, Penelope O., comp. A SELECTED BIBLIOGRAPHY ON RECENT DIALECT STUDIES. CAL-ERIC/CLL SERIES ON LANGUAGES AND LINGUISTICS, NO. 24. May 1975. 27pp.

This annotated bibliography of recent studies on language variation presents

abstracts which appeared in RIE between September 1973 and December 1974. They include entries from several ERIC Clearinghouses.

ERIC CLEARINGHOUSE ON HIGHER EDUCATION (HE)

ED 080 098

Ross, Bernard H. UNIVERSITY-CITY RELATIONS: FROM COEXISTENCE TO COOPERATION. 1973. 43pp.

This monograph examines what faculty, administrators, public officials, and others say about the relationship between local governments and institutions of higher learning. Topics covered in this paper are: The impact of the college or university upon the local community; the development of the university's academic and practical involvement in urban affairs; the strengths and weaknesses of colleges, universities, and the local governments as they seek to accomodate each other; and conclusions about past and present efforts of colleges, universities, and local governments as they interact with each other in urban environments.

ED 080 099

Wright, Stephen J. TRADITIONALLY BLACK COLLEGES: A BRIEF REVIEW. RESEARCH CURRENTS. 1973. 4pp.

Emphasis is placed on governance and administration, teaching and educational programs, financial problems and support, faculties, students, the black university and the future of black colleges. A bibliography is included.

ED 080 100

Cross, K. Patricia. THE INTEGRATION OF LEARNING AND EARNING: COOPERATIVE EDUCATION AND NONTRADITIONAL STUDY. 1973. 70pp.

This paper examines the rapidly developing trends of cooperative education and nontraditional study. The author sees these trends as an attempt to end the self-imposed isolation of higher education. These trends are seen as a response to pressures to integrate education into the life needs of learners as well as to allow greater educational opportunity for a larger number of potential students.

ED 080 101

Trivett, David A. POSTSECONDARY EDUCATION: THE NEW MEANING. RESEARCH CURRENTS. 1973. 4pp.

This paper suggests some related issues in the milieu of higher education, then explores several of the abstract arguments for a new meaning. Aspects of the Educational Amendments of 1972 are described. Of greater importance is the range of new enterprises and competitors that postsecondary education embraces. The scope of educational activity for adults outside colleges and universities is described through references to the extent of adult educational interest, and role and extent of proprietary, military, government, business, and labor education.

ED 082 623

Altbach, Philip G. COMPARATIVE HIGHER EDUCATION. 1973. 87pp.

This report reviews past and present literature relating to comparative higher education. Much of the literature relates to single nations, since cross-national studies have not been performed on a wide scale. The author emphasizes the need for such studies to be made now that sufficient data is generally available. Higher education reform is considered at length. The author examines potential directions for future research. The paper includes an extensive bibliography as well as a list of related journal articles.

ED 082 697

Miskel, Maryjane. MINORITY STUDENT ENROLLMENT. RESEARCH CURRENTS. November 1973. 4pp.

This literature review examines conditions facing the minority student in undergraduate education. Following an overview of enrollment trends, emphasis is placed on barriers to higher education, efforts to lower the barriers, preparatory programs, ethnic studies, and recent developments.

ED 082 698

Trivett, David A. GOALS FOR HIGHER EDUCATION: DEFINITIONS AND DIRECTIONS. 1973. 67pp.

Major studies of goals for higher education are reviewed, beginning with "Higher Education for American Democracy," the report of the Commission on Higher Education. Documents produced by major associations, foundations, and government commissions and committees are included as well as relevant documents from the Carnegie Commission and selected state planning documents. A brief concluding section identifies universal access and increased emphasis on the role of the learner as two pervasive themes related to goal formulation over the past 25 years.

ED 082 699

Askew, Thomas A. THE SMALL COLLEGE: A BIBLIOGRAPHIC HANDBOOK. 1973. 136pp.

Some of the entries are about the small college while others are not directed solely at the small college but hold applicability in areas where publications devoted to the small institution are scant. A wide range of topics are dealt with.

ED 083 933

Cazier, Stanford. STUDENT DISCIPLINE SYSTEMS IN HIGHER EDUCATION. 1973. 53pp.

This paper reviews the literature that documents both the central events and commentary on the important developments in student discipline. Following a brief historical overview and an analysis of the implications of the precedent-setting Dixon case (1961), the author devotes extensive discussion to the issues of substantive and procedural due process.

ED 083 934

Mayville, William. CONTRACT LEARNING. ERIC HIGHER EDUCATION RESEARCH CURRENTS, DECEMBER, 1973. 4pp.

This paper focuses on the nature of contract learning at institutions set up partially or solely on that basis considering (1) contract learning that takes place as the complete educational experience, and (2) contract learning that takes place as one component of a traditional college or university program. Emphasis is placed on the general nature of learning contracts, the framework for learning contracts, nontraditional student profiles, contract learning as a program component, and program evaluation.

ED 084 994

Shulman, Carol Herrnstadt. EMPLOYMENT OF NONTENURED FACULTY: SOME IMPLICATIONS OF ROTH AND SINDERMANN. 1973. 75pp.

This report considers two Supreme Court decisions (Roth and Sindermann) concerning nonrenewal of contracts of nontenured teachers. At issue are the interpretations of the First and Fourteenth Amendments as they apply to violation of free speech and deprivation of alleged interests of "property" and "liberty." Reactions of the education and legal communities to the two decisions are examined as well as subsequent cases involving contract renewal.

ED 085 039

Zauderer, Donald G. URBAN INTERNSHIPS IN HIGHER EDUCATION. 1973. 44pp.

This monograph is primarily for faculty members and administrators in colleges and universities, as well as intern directors in noneducational institutions to assist them in formulating judgments about the design and implementation of internship programs. The paper focuses on the objectives of the programs, role allocation, and issues and problems associated with this form of experimental education.

ED 086 077

Shulman, Carol Herrnstadt. RESIDENT TUITION AND STUDENT MIGRATION: SOME RECENT PROBLEMS. RESEARCH CURRENTS, FEBRUARY 1974. 4pp.

The relationship between nonresident tuition and decreasing student mobility may be altered in light of the 1973 Supreme Court decision that declared unconstitutional Connecticut's maintenance of a permanent nonresident classification for tuition purposes. This report looks at the impact of this decision on student residency requirements and tuition charges at public institutions. The developments in interstate and regional cooperative arrangements to eliminate tuition differentials and maximize educational resources are discussed.

ED 088 393

Fenske, Robert H., and Craig S. Scott. THE CHANGING PROFILE OF COLLEGE STUDENTS. ERIC/HIGHER EDUCATION RESEARCH REPORT NO. 10, 1973. 84pp.

This report reviews recent literature on enrollment trends in higher education and also presents the results of a recently completed extensive survey of student characteristics. In general, there is a declining rate of enrollment, while at the same time diversity among students is on the increase.

ED 089 576

Wilms, Wellford W. PROPRIETARY AND PUBLIC VOCATIONAL STUDENTS. ERIC HIGHER EDUCATION RESEARCH CURRENTS. March 1974. 4pp.

This country's ten thousand proprietary, or profit-making, vocational schools are big business. Despite their unavoidable presence, they were not discovered by educational policymakers until a few years ago. This report will identify some major findings about residential proprietary students (excluding correspondence schools) against which findings from a fresh study underway at the University of California are juxtaposed.

ED 089 602

Shulman, Carol Herrnstadt. COLLECTIVE BARGAINING ON CAMPUS: RECENT EXPERIENCES. ERIC HIGHER EDUCATION RESEARCH CURRENTS. May 1974. 4pp.

Faculty collective bargaining, once a radical departure in faculty-administration relations, is becoming a familiar and permanent feature on many campuses. Although faculty unionism has has not yet reached the majority of 4-year colleges, it is of wide interest in higher education because of its wide potential for growth. This review discusses the effect of collective bargaining on faculty authority, contract administration, and the long-range implications inherent in collective bargaining.

ED 090 887

Trivett, David A. THE COMMUTING STUDENT. ERIC HIGHER EDUCATION RESEARCH CURRENTS, JUNE 1974. 4pp.

While estimates of the numbers of commuting students swell, real growth seems to be occuring primarily in the number of students who live off campus, not those living with parents. Expected cost saving is the prime reason that most commuters give for commuting; yet, the true difference in costs between commuters and residents is not large. The experience of college differs for commuters from that of the resident student. The pressures of time for commuting and working (typically) encourage less measured change in nonintellectual attributes.

ED 090 888

Lenning, Oscar T. THE "BENEFITS CRISIS" IN HIGHER EDUCATION. ERIC HIGHER EDUCATION RESEARCH REPORT NO. 1. 1974. 69pp.

The issues of student benefits, private postgraduate benefits, and social benefits are discussed. In addition, a benefits pyramid model is proposed for ordering priorities in higher education, and in a concluding chapter the need for a more synthesized theoretical approach to outcomes of higher education is considered. An extensive bibliography is included.

ED 090 889

Trivett, David A. PROPRIETARY SCHOOLS AND POSTSECONDARY EDUCATION. ERIC HIGHER EDUCATION RESEARCH REPORT NO. 2. 1974. 62pp.

This report describes proprietary schools, the profit-oriented, privately-owned, institutions that train students for job entry. Emphasis is placed on the past and future images of proprietary schools; the number and types of proprietary schools; distinctive operating features; instruction and faculty; students in and out of proprietary schools; the social value of proprietary schools and the research problem; and abuse, accreditation and regulation. A 73-item bibliography is included.

ED 090 905

Hodgkinson, Harold L. HOW MUCH CHANGE FOR A DOLLAR? A LOOK AT TITLE III. ERIC HIGHER EDUCATION RESEARCH REPORT NO. 3. 1974. 61pp.

This document summarizes programs provided in the Developing Institutions Program (Title III of the 1965 Higher Education Act). The data sources were a questionnaire for 325 institutions receiving Title III funds, as well as case studies for 41 institutions and four agencies detailing their use of Title III funds conducted during 1972. A model of institutional development is presented and applied to the case studies of Title III institutions. A general summary of Title III programs from questionnaire data is given followed by a summary for each of the three grant categories.

ED 091 965

Leslie, Larry L., and Howard F. Miller, Jr. HIGHER EDUCATION AND THE STEADY STATE. ERIC HIGHER EDUCATION RESEARCH REPORT NO. 4. 1974. 64pp.

This paper examines the no-growth phenomenon in higher education. Borrowing Schumpeter's five categories of innovations, an analytical framework is developed and the current activities of higher education institutions and agencies vis-a-vis no growth are examined. The authors conclude that higher education is attempting to develop new products, new methods of production, new markets, new productive factors, and is reorganizing and restructuring the enterprise.

ED 093 256

Ruskin, Robert S. THE PERSONALIZED SYSTEM OF INSTRUCTION: AN EDUCATIONAL ALTERNATIVE. ERIC HIGHER EDUCATION RESEARCH REPORT NO. 5. 1974. 50pp.

Momentum has been gathering for the development and application of a variety of approaches to the instructional process that emphasize mastery and self-pacing by the student. This review considers one such approach--the Personalized System of Instruction (PSI). This paper describes its history and its basic conceptual ingredients, as well as providing an in-depth look at a typical PSI classroom. PSI is compared to more traditional forms of instruction, and the future of PSI is speculated upon.

ED 093 257

Trivett, David A. NEW DEVELOPMENTS IN COLLEGE TRANSFER. ERIC HIGHER EDUCATION

RESEARCH CURRENT. September 1974. 4pp.

This article reports on developments that may increase the flexibility and improve the efficiency of college-university transfer. Following a discussion of the numbers, types, and problems of transfer students, emphasis is placed on efforts to facilitate the transfer process. These efforts are dealt with individually.

ED 095 756

Yuker, Harold E. FACULTY WORKLOADS: FACTS, MYTHS, AND COMMENTARY. ERIC/HIGHER EDUCATION REPORT NO. 6. 1974. 70pp.

This monograph examines methods by which faculty workload studies can be performed. The conclusion indicates that there is a paucity of empirical data about faculty workloads and too much acceptance of commonplace assumptions that do not stand up to critical examination. Faculty workload formulas will vary from institution to institution, and the individual institution should develop its own faculty workload questionnaires.

ED 095 814

Fife, Jonathan D. COMPUTERIZED DATA SOURCES FOR HIGHER EDUCATION. October 1974. 4pp.

This paper highlights some of the major data available and their sources. It is hoped that by describing some of these sources, researchers and policymakers will be encouraged to actively seek out other sources and to develop arrangements to utilize these data for their own special needs.

ED 096 889

Anderson, G. Lester. TRENDS IN EDUCATION FOR THE PROFESSIONS. ERIC/HIGHER EDUCATION RESEARCH REPORT NO. 7. 1974. 58pp.

The paper examines common concerns and practices among professional schools and identifies contemporary and future trends for professional education. The author believes the number of professionals in the work force will continue to grow and the professional work force will undergo significant changes in composition. He foresees new professions being built, and new professional service modes and delivery systems will emerge to modify the characteristics of professional education.

ED 096 892

Trivett, David A. MARKETING HIGHER EDUCATION TO NEW STUDENTS. ERIC/HIGHER EDUCATION RESEARCH CURRENTS. November 1974. 4pp.

The enrollment growth in higher education is slowing down. While the decline can be viewed as part of a long-term growth cycle, institutions still need to find students. Institutions may find students by expanding their educational mission, by ascertaining the instructional needs of a variety of students, and by offering the appropriate services in a convenient manner. Some colleges and universities are willing to consider "new market" students. Several institutions have perceived the different needs of the new potential clientele, and examples are provided of programs where the requirements of the new market students have been identified and met.

ED 098 857

Meinert, Charles W. TIME SHORTENED DEGREES. ERIC/HIGHER EDUCATION RESEARCH REPORT NO. 8. 1974. 83pp.

Aspects of time-shortened degree programs are examined using both a critical and an analytical framework. It is shown that three-year baccalaureate programs are not a recent idea and that the use of the idea depends largely on the willingness to not view the four-year degree as something sacrosanct. The author believes that the issue of time-shortened degrees is only one part of a larger concern about the direction contemporary education should take.

ED 098 888

Shulman, Carol Herrnstadt. PRIVATE COLLEGES: PRESENT CONDITIONS AND FUTURE PROSPECTS. ERIC/HIGHER EDUCATION RESEARCH REPORT NO. 9. 1974. 62pp.

In the face of worsening financial stringencies and enrollments diminishing at an accelerated rate, important public policy issues have been addressed in a number of major studies about restoring the financial health of private institutions. In addition to presenting a brief history of private higher education, focus is placed on the means by which these institutions, through changes in public policy and critical self-analysis, can be assisted to survive and flourish.

ED 101 618

Shulman, Carol Herrnstadt. HIGHER EDUCATION: PUBLIC ATTITUDES AND FEDERAL LEGISLATION. ERIC/HIGHER EDUCATION RESEARCH CURRENTS. FEBRUARY 1975. 5pp.

Recent opinion surveys highlight the public's view that colleges should provide more adequate career preparation, while students also see their college years as an important time for personal development. Student interests are particularly important because of their new lobbies and because of the new directions of federal funding. The higher education community has also come to recognize that public and congressional understanding and support for its goals and programs are important for their well-being. Thus, new information services have been established to provide a sound relationship with federal agencies and the Congress.

ED 101 619

Zwingle, J. J., and William V. Mayville. COLLEGE TRUSTEES: A QUESTION OF LEGITIMACY. ERIC/HIGHER EDUCATION RESEARCH REPORT NO. 10, 1974. 60pp.

The impact of social and institutional pressures for governance reform in higher education during the late sixties resulted in many accomodations and constructive changes in institutional policies and procedures. However, with a change in the economic climate and with the advent of collective bargaining a new range of items are appearing on agenda of trustees. This document reviews recent literature on trustees and examines issues that should concern those who govern institutions of higher education.

ED 102 918

Fife, Jonathan D. RESOURCE CENTERS FOR HIGHER EDUCATION. ERIC/ HIGHER EDUCATION RESEARCH CURRENTS. March 1975. 5pp.

This paper highlights various resource centers involved with the exchange of noncomputerized data concerning higher education. These centers are involved with the collection and dissemination of papers, exchange of ideas, and identification of knowledgeable people that can aid institutions in finding solutions to some of their problems. In each case the organization, a description of their functions and goals, and a contact person and/or address are indicated.

ED 102 919

Harcleroad, Fred F., and Frank G. Dickey. EDUCATIONAL AUDITING AND VOLUNTARY INSTITUTIONAL ACCREDITING. ERIC/HIGHER EDUCATION RESEARCH REPORT, NO. 1. 1975. 45pp.

The quality of postsecondary educational institutions should be enhanced by more effective procedures for evaluating and report to the public on the achievement of the stated goals and objectives of each institution. This paper considers the use of an educational audit as a means of meeting this need, with an educational audit defined as an evaluation of education institutions, including an assessment of programs, goals, and financial accountability. The authors believe it is necessary for colleges and universities to be as rigorous as possible in their institutional auditing so that the integrity of the educational enterprise will not be thrown into question and become subject to outside sanctions or controls.

ED 105 796

Trivett, David A. ACADEMIC CREDIT FOR PRIOR OFF-CAMPUS LEARNING. 1975. 80pp.

The focus of this paper is the granting of credit for prior off-campus learning, a form of credit awarded for experiential learning that is in contrast to such sponsored programs as cooperative learning and field experience. Some programs are already in use--the College Level Examination Program (CLEP), special degree programs, and the like. The emphasis of this program is on learner-centered methods of evaluation that permit institutions to become responsive to the growing market of new students who seek credentials from higher education institutions.

ED 114 003

Patterson, Lewis D. EVOLVING PATTERNS OF COOPERATION. June 1975. 5pp.

With increased cooperation and coordination, it now is appropriate to review major changes that have led to an unprecedented level of interdependency among institutions. The paper describes states and institutions throughout the country that are leading the way in cooperative planning. The cooperative movement is als becoming increasingly international and new emphasis is being developed in the areas of continuing education, military programs, and colleges of art. Title II has made a positive contribution to consortia but it does not encourage continuing voluntary cooperative relationships. Despite this fact and the little research done on consortia, the growth of voluntary cooperation has been phenomenal.

ERIC CLEARINGHOUSE ON INFORMATION RESOURCES (IR)

(Some of the earlier publications in this section are products of the two former Clearinghouses which merged into the ERIC Clearinghouse on Information Resources--the Clearinghouse on Library and Information Sciences, and the Clearinghouse on Educational Media and Technology.)

ED 082 495

INSTRUCTIONAL MATERIALS IN THE CLASSROOM; A BASIC REFERENCE SHELF. September 1973. 19pp.

In an attempt to put together a basic reference shelf on the use of instructional materials in the classroom, this bibliography contains 69 selected ERIC abstracts of the most relevant and up-to-date indexes, resource guides, directories, "how-to's", and state-of-the-art reviews dealing with the use of audiovisual materials in education. The abstracts were selected so as to be particularly useful for education courses on instructional media and for teachers either in the classroom or in training.

ED 082 534

Lewis, Richard B. THE EFFECTIVE USE OF MEDIA IN INNOVATIVE SCHOOLS. October 1973. 18pp.

Abstracts of 37 recent documents contained in ERIC are compiled in this report. These documents are the most significant ones dealing with the effective use of media in innovative schools and were of special interest to district level administrators, curriculum supervisors, and media specialists. Reports solely on computer-assisted instruction are not included here, but in another publication devoted to CAI (ED 076 025).

ED 082 535

Seibert, Warren F. INSTRUCTIONAL TELEVISION: THE BEST OF ERIC. October 1973. 27pp.

The abstracts presented herein represent the most significant of several hundred from the ERIC collection. The compilation seeks to provide educational planners with an overview of the trends which will most influence future educational practice and to convey a sense of the growing significance of instructional television and related technologies.

ED 082 778

Hershfield, Allan F. EFFECTING CHANGE IN LIBRARY EDUCATION. August 1973. 52pp.

While libraries may not be facing immediate extinction, the available evidence suggests their long-term survival prospects are not particularly encouraging. Libraries have not responded adequately to rapidly changing social, economic, and political factors. The locus of change lies in library education. However, before library schools can even begin to educate librarians as information counselors and specialists, faculty and administrators must recognize the need to make changes in almost every phase of their operations--establish new goals,

assess their current status, and devise new means to reach these goals. Library educators must develop flexible organizational structures capable of adapting to new conditions, and they themselves must remain flexible and willing to modify their own behavior.

ED 082 794

Crum, Norman J. LIBRARY GOALS AND OBJECTIVES: LITERATURE REVIEW. September 1973. 42pp.

The emphasis is upon overall goals and objectives--not low-level, organizational nor state or other area-type goals. Back ground factors and trends, types and definitions, benefits and importance, broad surveys, guidelines and problems of formulation, further research recommendations, and a bibliography of 141 references, make up the review.

ED 083 837

Rawnsley, David E. A COMPARISON OF GUIDES TO NON-PRINT MEDIA. November 1973. 41pp.

Information about 66 indexes and guides to non-print instructional media is provided. These sourcebooks were all published since 1970 and were selected as meeting the criteria of comprehensiveness, reliability, usefulness, and timeliness.

ED 083 986

Conroy, Barbara. STAFF DEVELOPMENT AND CONTINUING EDUCATION PROGRAMS FOR LIBRARY PERSONNEL: GUIDELINES AND CRITERIA. December 1973. 26pp.

The purpose here is to bring together an overview of the essentials for a systematic program of staff development and continuing education of library personnel. These practical guidelines and criteria may have value for those who are interested in developing competent library personnel--themselves or others.

ED 083 987

Gallivan, Marion VanOrsdale. RESEARCH ON CHILDREN'S SERVICES IN LIBRARIES. AN ANNOTATED BIBLIOGRAPHY. December 1973. 30pp.

This document contains research studies published between 1960 and 1972. The first section discusses significant findings of the studies cited, with an evaluation of the implications for the library profession.

ED 083 988

Krevitt, Beth J. and Belver C. Griffith. EVALUATION OF INFORMATION SYSTEMS: A BIBLIOGRAPHY, 1967-1972. December 1973. 35pp. Photocopy not available from EDRS.

The scope of this bibliography has been limited to literature dealing with the design, testing and evaluation of information storage and retrieval systems. A number of papers describing implementation of specific systems were included; however, the bibliography generally emphasizes techniques applicable to a wide variety of systems.

ED 084 853

Lance, Wayne D. INSTRUCTIONAL MEDIA AND THE HANDICAPPED. December 1973. 41pp.

Recent developments in the design, application, and evaluation of instructional materials and media for the handicapped are reviewed. The first section of the paper stresses the need for personalized education which meets individual needs through the matching of instructional programs to sets of learner variables and through delivery by a medium appropriate to specific learners. Significant curricular adaptations and classroom applications are summarized and current progress is evaluated. Advances in media utilization in teacher training programs are described and seven major delivery systems are outlined. Major conclusions are stated at the end.

ED 086 159

Clark, Richard E. INSTRUCTIONAL TECHNOLOGY: WHAT WORKS. November 7, 1973. 9pp.

It seems as if officials in schools and government have negative attitudes about the usefulness of IT, resulting from the negative findings of recent studies about technology's effectiveness and from the fact that government and foundation support for IT is disappearing. To combat this, instructional technologists must develop a clear sense of purpose, undertake intensive research in their field, and communicate their successes to those in powerful policy-making positions. Indeed, some positive gains can be noted, such as with consumer information networks, and special applications of IT for things like intensive instruction for disadvantaged students and for career education.

ED 086 228

Abbott, George L. INDEXING FOR THE GROWING INSTRUCTIONAL MEDIA CENTER. September 1973. 25pp.

Since indexing systems concentrate upon the information content of materials and not upon their form, instructional media centers (IMC) can use one system for all media. Selecting content descriptors from a thesaurus of accepted descriptors is the most satisfactory method for dealing with multiple forms of media. It is recommended that the main file index of the IMC contain all entries for all materials and that in-depth indexing be provided through use of several descriptors for each item. Lastly, catalog card files should be employed whenever possible.

ED 093 350

EDUCATIONAL MEDIA AND TECHNOLOGY: PUBLICATIONS FROM ERIC AT STANFORD 1967-1973. AN ERIC BIBLIOGRAPHY. August 1974. 17pp.

All 59 documents published by the ERIC Clearinghouse Educational Media and Technology are abstracted in this document.

ED 094 710

Woodbury, Marda. A GUIDE TO EDUCATIONAL RESOURCES. 1974. 40pp.

The resources included in this updated Guide are geared for the Educational Information Consultant (EIC). Selections are not intended to duplicate titles typically found in the educational reference section of a good public or college library, but were chosen to meet the needs of an active EIC--to lead to standard sources of information for preliminary searches and to help the EIC keep abreast of major current activities, products, sources, and innovations.

ED 095 819

Hall, Keith A. EDUCATIONAL TECHNOLOGY ANNUAL REVIEW: ADAPTIVE INTERACTIVE INSTRUCTIONAL SYSTEMS FOR EDUCATION. March 20, 1974. 31pp.

A review was made of current practices, problems, and related efforts to improve public education. It showed that teachers have been asked to perform an impossible instructional task, and to improve public education a systematic study of the important relevant variables must be initiated. These findings need to be implemented in systematic instructional programs which draw on advanced knowledge of curriculum, instructional methodology, learner variables, and instructional delivery systems. Programatic research efforts will be required to identify the appropriate variables and relationships and incorporate them into a single adaptive interactive instructional system which can have widespread application.

ED 095 820

Allen, William H. INTELLECTUAL ABILITIES AND INSTRUCTIONAL MEDIA DESIGN. DRAFT COPY. March 20, 1974. 48pp.

The effects of variation in instructional media design for all learners, and for low and high ability learners considered separately, are investigated in this paper, and the results are collected into a set of prescriptions for instructional media design. The literature of the aptitude-treatment interaction field is reviewed, and 10 statements on learning are made which are considered generally supported by the research. Those instructional procedures that benefit low ability learners are characterized as largely serving a "compensatory" function, that is, they provide the mediators, organization, and modality that the students cannot provide for themselves. The instructional procedures that benefit high ability students serve a "preferential" function by calling on and utilizing their higher aptitudes.

ED 095 821

Clark, Richard E. TAXONOMIZING MEDIA ATTRIBUTES FOR RESEARCH PURPOSES. March 20, 1974. 29pp.

Reconstructing media research so that generalizable knowledge can be produced requires an increased emphasis on attributes of media which interact with individual differences to effect learning. Previous efforts to systematize selection of media for instruction using taxonomies have not been derived from previous research and do not draw on previous such efforts. An alternative approach to the structuring and testing of media attribute taxonomies might list attributes to be validated by forming a three dimensional matrix of subjects, behaviors, and attributes.

ED 095 822

Merrill, M. David. LEARNER CONTROL: BEYOND APTITUDE TREATMENT INTERACTIONS. DRAFT COPY. March 20, 1974. 19pp.

This paper attempts to identify the theoretical premises of the Cronbach/Snow argument and to propose alternatives which are less limiting. A new theoretical methodology, based on these alternative premises, is described. It is suggested that the study of ATI's may be unnecessary for the optimal adaptation of instruction to individual differences.

ED 095 823

Di Vesta, Francis J. TRAIT-TREATMENT INTERACTIONS (TTI), COGNITIVE PROCESSES AND RESEARCH ON COMMUNICATION MEDIA. March 20, 1974. 9pp.

The Trait Treatment Interaction (TTI) Process approach is particularly adapted to the study of information-processing by receivers of information presented in the media. Differences in people's experiences do lead to different cognitive structures. Systematic investigations on the media based on TTI Process oriented theories appear now to hold the promise of making a major impact on our understanding of the communication process as well as on our understanding of human behavior. In terms of the theories, technology, and research methods that the task requires there has never been a more opportune time.

ED 095 824

Sher, Abigail B. INTERACTION STUDIES IN UNIVERSITY EDUCATION: A SEARCH FOR TTI'S IN A MEDICAL SCHOOL (A PERSONAL AND EMPIRICAL QUEST). March 20, 1974. 12pp.

The literature on medical education does not contain many studies directly concerning ATI, or more broadly, TTI, in spite of the great many studies on the characteristics of medical students. Nevertheless, a project at Michigan State University was begun in which an entry profile of all entering medical students was compiled in the hope of maximizing the potential of both the students and the program. In the third year of the project the effort was expanded to study the interactions affecting two treatments judged important in their own right. While statistical significance was achieved, practical significance was not great enough. It is concluded that research in this area may not be of practical value for decision-making in higher education.

ED 096 954

Komoski, P. Kenneth. PRODUCT-QUANTITY/INSTRUCTIONAL-QUALITY IMBALANCE: THE IMPERATIVE OF EMPIRICISM. 1974. 39pp.

In the late 50's and 60's there was a huge increase in the number of instructional materials, both print and non-print, available to the schools. Many expensive product development and learner verification techniques developed by non-commerical curriculum development teams were ignored by commercial producers, and publishers threw many products on the market with no thought of instructional effectiveness. California and Florida have led the way in requiring that new instructional materials be "learner verified." Perhaps this might lead to a new style of product development that utilizes common-sense empiricism, small-scale field trials, and accumulated experience.

ED 098 970

AN ALERTING SERVICE BIBLIOGRAPHY ON LIBRARIES AND MEDIA. December 1974. 23pp.

An annotated bibliography lists approximately 130 books in the fields of instructional media, libraries, and information science.

ED 098 971

Salomon, Gavriel, and Richard E. Clark. RE-EXAMINING THE METHODOLOGY OF RESEARCH ON MEDIA AND TECHNOLOGY IN EDUCATION. December 1974. 37pp.

Researchers have failed to point out the difference between research on media and research with media, and research has tended to become highly specific, thus losing representativeness. A conflict between better control over specific variables and representativeness could be solved by some new research methods. Several suggested methods are discussed. The major theme of these techniques is to move media research out of its traditional either internal-or-external validity conflict toward better and more fruitful research.

ED 094 972

Winn, William. AN OPEN-SYSTEM MODEL OF LEARNING. December 1974. 54pp.

In view of the apparent complexity and dynamism of the learner, only a systems approach to learning processes can provide a viable and practical frame of reference within which to conduct educational research. This approach, drawing frequently upon Piagetian theory, seems to provide a more realistic picture of the autonomous learner and his changing cognitive structures. Von Bertalanffy's equations for the growth of the living organism can form a basis for an open system model of learning. The Model generates learning curves which suggest that a steady state is not always the outcome of learning. Some implications of the model for educational research are briefly examined.

ED 104 372

AN ALERTING SERVICE BIBLIOGRAPHY ON LIBRARIES AND MEDIA. NUMBER TWO. April 1975. 8pp.

Books sent to the ERIC Clearinghouse at Stanford which are not applicable for inclusion in RIE, but are of general interest to those in the media/ technology and library/information science field, are listed and described. All entries deal with libraries and media, but do not necessarily stress educational aspects.

ED 104 373

AECT RESEARCH ABSTRACTS, 1975. April 1975. 53pp.

Thirty-six abstracts of media research presented at the 1975 convention of AECT are compiled in the order in which the papers were presented. Most abstracts are organized according to purpose, rationale, procedure, results, and conclusions.

ED 104 375

Rawnsley, David E., comp. A COMPARISON OF GUIDES TO NON-PRINT MEDIA. UPDATED 1975. April 1975. 50pp.

An update of the 1973 edition, which lists guides and indexes to nonprint instructional media, has been compiled. The 1975 edition is cumulative, with 17 new indexes and guides included, and out-of-date indexes and guides excluded. The specific subject areas covered are: ecology, ethnic studies, guidance, health and drug abuse, the sciences and technology, teacher training, vocational education, languages, social science, health and recreation, and women.

ED 105 905

THE BEST OF ERIC ON LIBRARY SERVICES TO MIGRANT AND FARM WORKER COMMUNITIES. July 1, 1975. 21pp.

Twenty-nine items repesent the best of the materials in the national ERIC system dealing with library services to migrant and farm worker communities. Publications from March 1969 to March 1975 are included.

ED 107 288

A SHORT BIBLIOGRAPHY ON LIBRARY/MEDIA LEADERSHIP. April 1975. 50pp.

Prepared for distribution at the 1975 Annual Convention of the Association for Educational Communications and Technology (AECT), this bibliography was assembled from CIJE and RIE computer files. Entries related to library and media leadership are provided together with information on how to read the computer-generated citations.

ED 108 685

Kirschner, Charlene D., and others. DOCTORAL RESEARCH IN EDUCATIONAL MEDIA 1969-1972. June 1975. 102pp.

Dissertations were selected for inclusion in this annotated bibliography if they used some form of educational media as the subject or as the methodology of their research. Selections were made from "American Doctoral Dissertations" and from "Dissertation Abstracts."

ERIC CLEARINGHOUSE ON JUNIOR COLLEGES (JC)

ED 081 411

COMMUNITY COLLEGE FACULTY DEVELOPMENT. 1973. 23pp.

This review offers an overview of community and junior college teacher preparation, emphasizing special and different types of programs that have been operated and proposed. The types of programs discussed are preservice teacher education programs, in-service training and programs, and programs to prepare teachers to work with disadvantaged students.

ED 081 425

Frankel, Joanne. JUNIOR COLLEGE FACULTY JOB SATISFACTION. October 1973. 13pp.

This brief reviews some of the research done to date concerning job satisfaction of junior college faculty. Part I describes four frameworks that have been applied to the analysis of job satisfaction. Part II describes the junior college as a workplace from three points of view: the traditional, the sociological, and the psychological.

ED 081 426

Cohen, Arthur M. WORK SATISFACTION AMONG JUNIOR COLLEGE FACULTY MEMBERS. November 1973. 8pp.

Responses showed that more than two-thirds of the California faculties and more than a half of the Eastern faculties revealed that their gaining satisfaction was related in some way to their students. Only about one-third of the instructors suggested that dissatisfaction was related to their students. The results suggest that interaction with students should be the chief intrinsic motivation.

ED 082 747

Brossman, Sidney W. ACCESS TO HIGHER EDUCATION THROUGH THE COMMUNITY COLLEGES. November 1973. 10pp.

A number of problem areas are in need of attention, including: 1) financial barriers of transferring to four-year colleges; 2) modifying admissions standards to include provision for minority students; 3) other factors relating to controlled access to four-year colleges; 4) lack of access to college for many rural and inner-city areas; 5) need for new techniques to make students aware of available opportunities for post-secondary education; 6) increased financial assistance to disadvantaged students.

ED 083 979

Brawer, Florence B. PERSONALITY ORIENTATIONS AND VOCATIONAL CHOICE IN COMMUNITY COLLEGE STUDENTS. December 1973. 32pp.

Data from a longitudinal study--3-D study--of freshmen at three California community colleges are presented. This study views freshmen on the basis of a construct called Functional Potential. This is a hypothetical construct built on psycho-dynamic principles which describe the degree to which a person can tolerate ambiguity, delay gratification, exhibit adaptive flexibility, demonstrate goal directedness, relate to self and others, and have a clear sense of personal identity. Results are discussed.

ED 083 980

Brawer, Florence B. A COMPARISON OF THE PERSONALITY CHARACTERISTICS OF COMMUNITY COLLEGE STUDENT DROPOUTS AND PERSISTERS. December 1973. 33pp.

Data from a longitudinal study of community college freshmen is presented. A follow-up test was administered at the end of the second semester for students in

the initial testing group who were still in school. Data collected included individual characteristics and demographic information and data regarding attitudes, feelings, values, and goals.

ED 085 051

Lombardi, John. THE DEPARTMENT/DIVISION STRUCTURE IN THE COMMUNITY COLLEGE. December 1973. 25pp.

At their inception, community colleges adopted the traditional department/division structure. But there is a trend in community colleges toward combining related disciplines into a single department. To counteract the insularity of subject-matter groupings, colleges are experimenting with plans for mixing departmental units in the same building and classrooms. To counteract the trend toward instructors' self-governance, administrators are experimenting with new structures to replace the department and chairman, most commonly the division headed by an administrator.

ED 086 267

Thomas, William G., and Jane S. Permaul. CAREERS IN COLLEGE AND UNIVERSITY STUDENT AFFAIRS. 1973. 86pp.

A "systems placement process" approach was used to organize the guide, from initial interest to placement in a student affairs position. Appended are a list of 71 student personnel higher education associations, with information concerning each, and a bibliography of student personnel roles.

ED 086 274

Lombardi, John. M ANAGING FINANCES IN COMMUNITY COLLEGES. 1973. 145pp. Document not available from EDRS. Available from Jossey-Bass Publishers, Order Dept., 615 Montgomery Street, San Francisco, CA 94111 ($8.75)

The eighteen chapters of this book are grouped into three sections: Causes of Financial Crisis, Sources of Revenue, and Correcting Financial Imbalance.

ED 086 275

Heermann, Berry. COOPERATIVE EDUCATION IN COMMUNITY COLLEGES: A SOURCEBOOK FOR OCCUPATIONAL AND GENERAL EDUCATORS. 1973. 219pp. Document not available from EDRS. Available from Jossey-Bass Publishers, Order Dept., 615 Montgomery Street, San Francisco, CA 94111 ($8.75).

The book has three major divisions. Part One traces the development of cooperative education and its associated philosophies, offers a model for a comprehensive cooperative education program, and examines program potentials and possible pitfalls. Part Two sets forth planning and organizational guidelines, and Part Three explains numerous operational subtleties that are crucial to an effective program, including the important "defined-outcomes" methodology. Part Four contains sample forms for use in a commmunity college cooperative education program.

ED 086 293

Brawer, Florence B. NEW PERSPECTIVES ON PERSONALITY DEVELOPMENT IN COLLEGE STUDENTS. 1973. 249pp. Not available from EDRS. Available from Jossey-Bass, Inc., Publishers, Order Dept., 615 Montgomery Street, San Francisco, CA 94111 ($9.50).

A new method of assessing college students that yields a full, multidimensional profile of the student's total personality is presented in the 12 chapters of this book.

ED 089 811

Lombardi, John. THE DUTIES AND RESPONSIBILITIES OF THE DEPARTMENT/DIVISION CHAIRMAN IN COMMUNITY COLLEGES. March 1974. 21pp.

This paper, the second in a series, enumerates and analyzes the duties of the community college department/division chairman and makes observations on the evolving role of the chairman from a quasi-administrative officer to a ministerial functionary. The place of the department in the administrative structure is examined, and research studies in the field are reviewed. It is suggested that the quality of the performance of the chairman depends on inner resources; a successful chairman adjusts to personalities.

ED 091 034

Brawer, Florence. THREE COLLEGES: THREE FACULTIES. June 1974. 56pp.

This paper emphasizes the importance of understanding faculty and the specific issues that confront them. Information about college instructors across the nation is presented together with a comparative study of faculties in three proximate but diverse community colleges.

ED 091 035

Lombardi, John. THE DEPARTMENT/DIVISION CHAIRMAN: CHARACTERISTICS AND ROLE IN THE COMMUNITY COLLEGE. May 1974. 26pp.

This paper, the third of a series, focuses on the personal characteristics of the department/division chairman in two year colleges; educational background and relationship with others. The review indicates the need for in-service preparation programs that include both formal and on the job training.

ED 092 210

Shawl, William F. THE ROLE OF THE ACADEMIC DEAN. July 1974. 22pp.

This is not a highly-researched, well-validated study of the role of the academic dean. It is the impressions and ideas of one dean of seven years' experience.

ED 094 813

Healy, Charles. CAREER COUNSELING IN THE COMMUNITY COLLEGE. 1974. 152pp. Document not available from EDRS. Available from Charles C. Thomas, Bannerstone House, 301-327

E. Lawrence Avenue, Springfield, Illinois 62703 (Cloth $7.95, Paper $5.95).

Replicable career counseling procedures that are appropriate for the adolescents and adults in community colleges are discussed in the monograph's five chapters. The concept of replicable counseling is defined in chapter 1. In chapter 2, procedures that provide assistance in accomplishing basic vocational development tasks are reviewed. Chapter 3 provides procedures for resolving special difficulties of junior college students, while the similarities and differences among the procedures and their general limitations are summarized in chapter 4. The last chapter reviews methods of evaluating career counseling development.

ED 094 814

Frankel, Joanne. THE DO EVERYTHING COLLEGE. August 1974. 42pp.

In its role as a comprehensive, multifaceted institution, the community college not only provides academic education but also attempts to be a "people's college" by providing many services to a wide variety of people.

ED 094 821

FACULTY IN AN INNOVATIVE COMMUNITY COLLEGE. September 1974, 34pp.

The college studied was an innovative institution, focusing special attention on audio-tutorial instruction (multimedia systems), computer-assisted instruction, and instructional television. The results of the study focus on the need of the faculty for a sense of autonomy in their work situation and the support and protection of their peers before adopting instructional practices foreign to them.

ED 095 955

Cohen, Martin J. WORLD GAME STUDY IN THE COMMUNITY COLLEGE. ERIC CLEARINGHOUSE FOR JUNIOR COLLEGES TOPICAL PAPER NO. 44. September 1974. 31pp.

The World Game, a means to engage humanity's best intelligence to solve problems of the earth, was conducted as a single year-long course in a community college. The wide range of activities explored offered an opportunity to assess college and community reaction to the World Game studies. The program was extremely valuable. It was shown that a self-selected sample of college students can learn the essentials of the basic concepts and then apply some of the methods to the study of their community and society.

ED 097 925

Lombardi, John. FACULTY WORKLOAD. TOPICAL PAPER NO. 46. October 1974. 25pp.

Various aspects of faculty workload are reviewed, with emphasis on definitions of workload and on major problems in developing workload formulas. Particular attention is also given to the erosion of parietal policies, the quality versus quantity issue, and the effect of collective bargaining on workloads.

ED 099 043

Lombardi, John. REDUCTION IN FORCE. AN ANALYSIS OF THE POLICIES AND THEIR

IMPLEMENTATION. TOPICAL PAPER NO. 48. December 1974. 36pp.

This report contains a wide range of analytical foci relating to reduction in force (RIF) policies in community colleges. A bibliography is appended.

ED 100 441

Heermann, Barry. ORGANIZATIONAL BREAKTHROUGH IN THE COMMUNITY COLLEGE. TOPICAL PAPER NO. 47. November 1974. 38pp.

Section 1 presents a hypothetical case study of a community college which practices several unique authority-use variations that are in actual use in two-year colleges around the country. The cluster college scheme, a new strategy for participative management, and management by objectives are presented in section 2. Section 3 addresses itself to several broader implications of community college organization. The author proposes that the ideal system is a cluster college with participatory governance based on management by objectives.

ED 103 061

Collins, Charles C. BLUEPRINT FOR A CLUSTER COLLEGE.. TOPICAL PAPER NO. 49. April 1975. 34pp.

The cluster college is proposed as a possible alternative that would allow the community college to grow in size without a reduction in its overall effectiveness. A hypothetical cluster college, Everyman Community College is presented as a structural model. A suggested staff breakdown for both center and cluster, and a projected nine year calendar of incremental growth are provided.

ED 103 071

Cohen, Arthur M., and others.. COLLEGES RESPONSES TO COMMUNITY DEMANDS; THE COMMUNITY COLLEGE IN CHALLENGING TIMES. 1975. 190pp. Document not available from EDRS. Available from Jossey Bass Publishers; 615 Montgomery Street, San Francisco, CA 94111 ($8.95).

The book describes the external and internal pressures operating on community colleges. The external pressures are societal forces such as state-level commission and coordinating councils that mandate institutional roles, financial structures, and curriculum and instructional patterns. The internal pressures are the preexisting institutional forms and the personal predelictions of the staff and students. Attention is focused on the intersection of these pressures, the points where external forces meet internal counterpressures.

ED 105 929

Cohen, Arthur M., and Florence B. Brawer. THE EXPERIMENTAL COLLEGE RESPONDS TO DEMANDS. 1975. 63pp.

This report discusses problems and models of experimental colleges at two and four-year institutions, focusing on an evaluation of the Rio Hondo Experimental College (RHEC). A student survey indicated that RHEC students were less goal-directed, but were similar to regular student on other variables. Another found the RHEC faculty to be dedicated, independent thinkers who believed in alternative forms of education.

ED 105 936

Gleazer, Edmund J., Jr., and Roger Yarrington, eds. COORDINATING STATE SYSTEMS. NEW DIRECTIONS FOR COMMUNITY COLLEGES, NO. 6. 1974. 126pp. Document not available from EDRS. Available from Jossey-Bass, Inc., Publishers, 615 Montgomery Street, San Francisco 94111 ($5.00).

In a time of urgent need for cooperation among educational institutions, the community college may have a unique opportunity to serve as a bridge or means of communication, hence an agent in coordination. The articles here presented focus on coordination and cooperation. Articles on state-wide coordination systems in New York, Florida, and California present different ways of dealing with the crucial issues in coordination.

ED 105 937

Birenbaum, William M., ed. FROM CLASS TO MASS LEARNING. NEW DIRECTIONS FOR COMMUNITY COLLEGES, NO. 7. 1974. 110pp. Document not available from EDRS. Available from Jossey-Bass, Inc., Publishers, 615 Montgomery Street, San Francisco, CA 94111 ($5.00).

Related to the movement from class to mass education, this sourcebook focuses on the movement, the problems it has created, and the implications of these problems for community college educators.

ED 105 938

Blocker, Clyde E., ed. HUMANIZING STUDENT SERVICES. NEW DIRECTIONS FOR COMMUNITY COLLEGES, NO. 8. 1974. 110pp. Document not available from EDRS. Available from Jossey-Bass, Inc., Publishers, 615 Montgomery Street, San Francisco, CA 94111 ($5.00).

This sourcebook examines student personnel services with a view to revealing both positive and negative aspects and suggesting improvements. A very wide range of topics is included.

ED 105 939

Voegel, George H., ed. USING INSTRUCTIONAL TECHNOLOGY. NEW DIRECTIONS FOR COMMUNITY COLLEGES, NO. 9. 1975. 105pp. Document not available from EDRS. Available from Jossey-Bass, Inc., Publishers, 615 Montgomery Street, San Francisco, CA 94111 ($5.00).

This sourcebook discusses the wide range of instructional technology currently being used in community colleges. The book covers everything from faculty involvement in instructional development to the utilization of various instructional technologies (learning centers, modules, audiotutorials, dial-access information retrieval systems, public television, and the like).

ED 105 940

Richardson, Richard C., Jr., ed. REFORMING COLLEGE GOVERNANCE. NEW DIRECTIONS FOR COMMUNITY COLLEGES, NO. 10. 1975. 97pp. Document not available from EDRS. Available

from Jossey-Bass, Inc., Publishers, 615 Montgomery Street, San Francisco, CA 94111 ($5.00).

The articles presented here reveal the current status of community college governance. Topics discussed are: three models of college governance and their interrelationships; participatory governance in Canada; preparing student, faculty, and administrative leaders to understand basic institutional and individual needs and to operate in collective bargaining in a manner that maximizes gains for both; adapting governance procedures to meet local social and cultural conditions in Southern Appalachia; methods of governing multicampus districts; and many others.

ED 107 326

Lombardi, John. RIDING THE WAVE OF NEW ENROLLMENTS. TOPICAL PAPER NO. 50. June 1975. 58pp.

This paper analyzes the recent and past demographic, economic, political, and social causes of community college enrollment trends. It also discusses the effects on enrollment of proximity and low cost, institution reclassification, part-time student enrollments, strategies of recruitment, admissions and grading policies, and other subjects. Statistical tables are included.

ED 107 327

Clarke, Johnnie Ruth. COMMITMENT TO THE NONTRADITIONAL STUDENT. TOPICAL PAPER NO. 51. June 1975. 18pp.

Those who recruit nontraditional students must be aware of various cultures and life styles, must command total knowledge of college operations, academic requirements, curriculum and job markets, and must honestly present financial aid possibilities. Counselors should provide the student with a caring image, and study programs should be individualized according to academic skills and interests.

ED 108 727

Cohen, Arthur M., and Florence B. Brawer, eds. THE HUMANITIES IN TWO-YEAR COLLEGES: A REVIEW OF THE STUDENTS. Spring 1975. 64pp.

This monograph reviews recent literature pertaining to two-year college humanities students. It notes the current drift of community college students away from the humanities and other transfer curricula and toward vocational and occupational training. Transfer, terminal, pragmatic, honors, adult, and minority students, senior citizens, working and married students, and part-time students are considered in separate sections.

ED 108 729

Alfred, Richard L. IMPACTS OF THE COMMUNITY AND JUNIOR COLLEGE ON STUDENTS. 1975. 80pp.

The concept of impact, as it is treated in this report, is based on the notion of "expected" changes in student behavior and attitudes, as contrasted to "actual" changes. Following a review of the literature on college impact and a discussion of its relevance to the two-year college, this document presents an empirical

model for analysis of impact in the community college, isolates and identifies key variables that account for such impact, and presents guidelines for maximizing the positive impact of community colleges.

EJ 080 885

Cohen, Arthur M. TOWARD A PROFESSIONAL FACULTY. New Directions for Community Colleges 1 (No. 1, Spr 73):101-17.

This article discusses the current status of community college teaching and suggestions for its further professionalization, not along traditional department lines but around the discipline of instruction.

EJ 082 030

Purdy, Leslie, and Martha Boyer. FURTHER INFORMATION AND ASSISTANCE. New Directions for Community Colleges 1 (No. 1, Spr 73):119-31.

This article from the ERIC Clearinghouse on Junior Colleges presents sources of additional facts and assistance on community college faculty.

EJ 082 048

Shoemaker, Ellwood A. COMMUNITY COLLEGES. THE CHALLENGE OF PROPRIETARY SCHOOLS. Change 5 (No. 6, Sum 73):71-72.

EJ 083 003

Stock, Ely. FROM IVY LEAGUE TO COMMUNITY COLLEGE. Change 5 (No. 7, Sep 73):56-57, 64.

A former associate professor at an Ivy League school describes his impressions of teaching at a community college.

EJ 089 863

Lombardi, John. CRITICAL DECADE FOR COMMUNITY COLLEGE FINANCING. New Directions for Community Colleges 1 (No. 2, Sum 73):109-20.

This article is a round-up of trends with some additional forecasts.

EJ 089 864

Purdy, Leslie. FURTHER INFORMATION AND ASSISTANCE. New Directions for Community Colleges 1 (No. 2, Sum 73):121-33.

This ERIC report provides additional sources of information on the financial situation in community-junior colleges.

EJ 093 355

Cohen, Arthur M. DEFINING FACULTY RESPONSIBILITY. THE INDIVIDUAL AND HIS PROFESSION.

Community College Review 1 (No. 4, W 74):7-15.

In this article faculty responsibility in several areas was considered, primarily responsibility for the conduct of the instructional process and responsibility to oneself and one's profession.

EJ 096 693

Purdy, Leslie. FURTHER INFORMATION AND ASSISTANCE. New Directions for Community Colleges 2 (No. 1, Spr 74): 95-112.

This ERIC-produced document is a review of literature pertinent to community college instruction including new teaching techniques, technological media, and evaluation of teaching practices.

EJ 098 245

Frankel, Joanne. FURTHER INFORMATION AND ASSISTANCE. New Directions for Community Colleges 1 (No. 4, W 73):115-29.

This article provides additional sources of information on planning for updating occupational education.

EJ 101 326

Bloom, Janet; and Joanne Frankel. FURTHER INFORMATION AND ASSISTANCE. New Directions for Community Colleges 2 (No. 2, Sum 74):117-26.

Additional resources on the subject of state coordination are the focus of this article from the ERIC Clearinghouse for Junior Colleges.

EJ 102 996

Cohen, Arthur M. EVALUATION OF FACULTY. Community College Review 2 (No. 2, Sum 74):12-21.

This journal article focuses on the value of some type of faculty evaluation scheme in all community colleges and discusses some guidelines for creating such a scheme.

EJ 102 999

Lombardi, John. THE COMMUNITY COLLEGE DEPARTMENTAL STRUCTURE--DIRECTIONS FOR THE FUTURE. Community College Review 2 (No. 2, Sum 74):33-40.

The article considered the traditionalist structure of community college departments, the influence wielded by instructors on curriculum development, and the difficulties administrators have in changing such situations.

EJ 107 718

Cohen, Arthur M. POLITICAL INFLUENCES ON CURRICULUM AND INSTRUCTION. New Directions

for Community Colleges, Autumn 1974. pp. 39-53.

This journal article provides an analysis of the bases of curriculum development and instruction design as they relate to increasing state influences.

EJ 107 722

Bloom, Janet; and others. FROM CLASS TO MASS LEARNING: SOURCES AND INFORMATION. New Directions for Community Colleges, Autumn 1974. pp. 85-106.

This article provides further sources of information on community colleges as mass higher education institutions.

EJ 109 706

Brawer, Florence B. A CONCEPTUAL CONSTRUCT OF PERSONALITY. New Directions for Community Colleges 2 (No. 4, W 74):35-48.

This paper discusses briefly the history of personal assessment, presents a comparatively new way to look at college students, and suggests ways in which this approach might be implemented in practice. The Functional Potential model, the way one demonstrates what he or she is about, provides a conceptual foundation for understanding behavior.

EJ 109 712

Purdy, Leslie; and Janet Bloom. HUMANIZING STUDENT SERVICES: SOURCES AND INFORMATION. New Directions for Community Colleges 2 (No. 4, W 74):101-110.

Besides the material contained in this journal, a review of recent literature on community college student personnel programs is supplied.

EJ 111 397

Russock, Robert. AN ERIC REVIEW--COMMUNITY COLLEGE TRUSTEES. Community College Review 2 (No. 3, F 74):57-62.

This is a review of the literature pertaining to the roles and responsibilities of the community college trustee. Of 11 ERIC documents considered, the earliest was written in 1970.

EJ 111 398

Purdy, Leslie. SERVING THE COMMUNITY: COMMUNITY COLLEGES AND COMMUNITY SCHOOLS--A LITERATURE REVIEW. Community Education Journal 5 (No. 1, Jan/Feb 75):12-15.

This document reviews the literature relating to community education, pointing to the differences and similarities in the roles of two-year colleges and community schools. Particular attention is given to the areas of competition and cooperation.

EJ 114 376

Cohen, Arthur M. COMMUNITY COLLEGE FACULTY JOB SATISFACTION. Research in Higher

Education 2 (No. 4, 1974):369-376.

More than two-thirds of the group questioned indicated that they gained satisfation from student learning or from interaction with students, and nearly two-thirds related administrative, collegial, and/or organizational difficulties as leading to dissatisfaction.

EJ 114 639

Cohen, Arthur M. THE COLLEGE OF '79 AND THE MAN IN THE MIDDLE. Community College Social Science Quarterly 5 (No. 2, W 75): 36-38.

Curriculum and instruction are not given enough attention at the community college. Instructors usually derive job satisfaction only from their interactions with students. Deans of Instruction often neglect leadership in curriculum and instruction due to other demands on their time, and institutions frequently devise curriculum in response to the whims of legislators, students, and community groups.

EJ 114 653

Rinnander, Elizabeth. ADDITIONAL SOURCES AND INFORMATION. New Directions for Community Colleges 3 (No. 1, Spr 75):91-99.

In this literature review, the author discusses the impact of instructional technology on community college education; describes the various uses of learning resource centers, educational television, and educational research and development; and provides an extensive bibliography of documents, books, and monographs relating to instructional technology.

EJ 116 302

Purdy, Leslie. COMMUNITY COLLEGE INSTRUCTORS AND THE USE OF NEW MEDIA: WHY SOME DO AND OTHERS DON'T. Educational Technology 15 (No. 3, Mar 75):9-12.

This article considers the attitudes toward technology media of faculty at a California Community College in light of some of their basic attitudes toward the teaching process.

EJ 118 006

Kipps, Margo Janelle; and Elizabeth Rinnander. GOVERNANCE: SOURCES AND INFORMATION. New Directions for Community Colleges 3 (No. 2, Sum 75):75-92.

This essay summarizes recent literature pertaining to community college governance. The roles of trustees, faculty, and students, prevalent forms of administrative organization, the systems approach to management and decision-making, the governance of multicampus districts, the influence of the state, the influence of collective bargaining, and legal aspects of governance are discussed. An extensive bibliography is included.

ERIC CLEARINGHOUSE ON EARLY CHILDHOOD EDUCATION (PS)

ED 071 765

Almy, Millie. EARLY CHILDHOOD RESEARCH: SECOND THOUGHTS AND NEXT STEPS. October 1973. 26pp.

Developmental psychologists are now studying infants and toddlers and the preschool child's total functioning. Educational researchers are currently reacting to the apparent failure of public preschool programs to improve the later school achievement of disadvantaged children. The trend will probably be toward a wider range of options concerning types of early education. Developmental research in early education is necessary to create an effective instructional program. The scope of research needs to be broadened and put in a more comprehensive developmental framework, although approaches are becoming increasingly sophisticated.

ED 078 966

Walker, Evangeline M. L. EFFECTIVE OBSERVATION FOR EDUCATORS. February 1974. 26pp.

Observations and discussions relating to the role value presuppositions have in determining the "facts" upon which children are judged, learning situations structured, and relationships, in general, established are provided. It is concluded that to use observation effectively, an educator must be prepared to continually reassess a system of values.

ED 081 499

Honig, Alice S., comp. INFANT EDUCATION AND STIMULATION (BIRTH TO 3 YEARS): A BIBLIOGRAPHY. June 1973. 60pp.

This extensive bibliography provides references to programs and persons responsible for shaping ideas and practices relating to infant stimulation, education, and assessment of such efforts.

ED 081 500

Glockner, Mary. INTEGRATING HANDICAPPED CHILDREN INTO REGULAR CLASSROOMS (WITH ABSTRACT BIBLIOGRAPHY). June 1973. 26pp.

This document is based on an interview with Dr. Jenny Klein, Director of Educational Services, Office of Child Development, who stresses the desirability of integrating handicapped children into regular classrooms. She urges the teacher to view the handicapped child as a normal child with some special needs. Specific suggestions for the teacher are given.

ED 081 501

Datta, Lois-ellin. NEW DIRECTIONS FOR EARLY CHILD DEVELOPMENT PROGRAMS: SOME FINDINGS FROM RESEARCH. October 1973. 54pp.

Information on the preschool years is reviewed and interpreted with regard to

implications for current and future policy. Limitations of knowledge in this area are noted and attributed to inadequacies in the related research. General findings are reviewed and discussed.

ED 081 512

ENCORE: A SELECTION OF ARTICLES FROM ERIC/ECE NEWSLETTERS (JAN. 1971-DEC. 1972). October 1973. 16pp.

This compilation includes a wide variety of topics such as: teachers' developmental stages, family day care in Pasadena, television violence, children's altruistic lying, and the Home Start Program.

ED 088 583

Wattenberg, Esther. THE FAMILY DAY CARE CONSULTANT: AN INVENTION OF A STRATEGIC CATALYST TO UPGRADE THE QUALITY OF FAMILY DAY CARE HOMES. February 1974. 21pp.

The proposed program model suggests an approach for broadening the staffing pattern of Family Day Care units by training a paraprofessional to help upgrade the quality of care given to children in day care homes. The consultants will work under a supervising coordinator. Based in a neighborhood, the consultant will aid Family Day Care mothers in providing an enriched program for children, serve as a source of crisis intervention and referral, link group day care resources to family day care, facilitate an information flow between users and providers, assess needs of day care mothers, and participate in community activities.

ED 088 592

Katz, Lilian G., and others. A COLLECTION OF PAPERS FOR TEACHERS. February 1974. 53pp.

This collection of four papers focuses on selected issues in early childhood education. The titles include: "The Advisory Approach to Inservice Training", "Developmental Stages of Preschool Teachers", "The Enabling Model for Early Childhood Education", and "Condition with Caution."

ED 089 883

Stakelon, Anne Ernst, comp. EARLY CHILDHOOD NEWSLETTERS: A SELECTED GUIDE. May 1974. 33pp.

This document presents a guide to newsletters and other serial items concerned with topics of interest to educators and researchers working with young children. There are three main sections: General Early Childhood Newsletters, Special Interest Newsletters, and Selected Journals and Magazines.

ED 089 884

Howard, Norma K., comp. DAY CARE: AN ABSTRACT BIBLIOGRAPHY (SUPPLEMENT 2). May 1974. 60pp.

This bibliography was compiled to update a previous bibliography put out by

ERIC/ECE by the same name. The 97 entries were taken from issues of RIE (September 1972-February 1974) and CIJE (August 1972-January 1974).

ED 091 075

Spencer, Mima, comp. BILINGUAL EDUCATION FOR SPANISH-SPEAKING CHILDREN: AN ABSTRACT BIBLIOGRAPHY. February 1974. 45pp.

This annotated bibliography contains 86 documents and journal references from RIE and CIJE. Included are references to programs, issues, materials, and methodology involved in bilingual teaching.

ED 091 083

Thomas, Susan D CONCERNS ABOUT GIFTED CHILDREN: A PAPER AND ABSTRACT BIBLIOGRAPHY. February 1974. 44pp.

This paper and bibliography examines special education for gifted children. The paper discusses the right versus the privilege of gifted children to have special programs and appropriate stimulation. The bibliography contains 70 abstracts taken from RIE and CIJE.

ED 091 084

Shea, M. Christine, comp. SOCIAL DEVELOPMENT AND BEHAVIOR: AN ABSTRACT BIBLIOGRAPHY. May 1974. 78pp.

This selective bibliography contains references to 255 ERIC documents from RIE and CIJE from January 1970 through March 1974. The subjects include social attitudes, peer relationships, interpersonal competence, socialization and sociometric techniques.

ED 091 085

Howard, Norma K. SELF CONCEPT: AN ABSTRACT BIBLIOGRAPHY. May 1974. 58pp.

This annotated bibliography cites 165 documents relating to the development of self concept in young children. Entries were found in RIE (August 1970-April 1974) and CIJE (April 1970-March 1974).

ED 092 239

West, Charles K., and Fish, James A. RELATIONSHIPS BETWEEN SELF-CONCEPT AND SCHOOL ACHIEVEMENT: A SURVEY OF EMPIRICAL INVESTIGATIONS. FINAL REPORT. December 10, 1973. 41pp.

Descriptions of relevant studies are presented according to their experimental designs or methods of statistical analysis. Correlational analysis of variance, mean differences, and discrepancy studies are reviewed. It is concluded that the literature clearly indicates some significant relationship (at least associational) between some aspects of the self and scholastic achievement. The nature of this relationship is unclear, as there is little evidence of causation and there is little uniformity in definition and approaches to measurement of the self concept.

ED 092 240

West, Charles K. A REVIEW OF THE TEACHER EXPECTANCY EFFECT: THE QUESTION OF PREPONDERANT CAUSATION. 1974. 23pp.

This discussion attempts to delineate the research steps that are needed to convincingly validate or invalidate the Pygmalion Effect. Five elements of of expectancy effects are identified, and there is an examination of each of these elements and the linkages among them. The examination suggests that there are numerous alternative hypotheses and explanations to those in the literature. The literature review analyzes each study in terms of effects demonstrated, teacher characteristics, and the linkages investigated.

ED 092 241

Hanson, Bette. TRENDS AND PROBLEMS IN COMPARISON STUDIES OF EARLY CHILDHOOD EDUCATION MODELS. November 1973. 32pp.

This review of studies focuses on the trends and problems of this kind of research. The 8 "qualitative" studies reviewed all pertain to aspects of instructional theory centering around teacher-child interaction. In the 19 empirical studies discussed, a dichotomy between "structured and unstructured environments" was commonly utilized, but relevant definitions varied widely across studies. It is argued that the real issue is being masked: the comparison of small group-individual training sessions versus naturalistic classroom-whole group instruction.

ED 092 242

Franklin, Margery B., and Barbara Biber. PSYCHOLOGICAL PERSPECTIVES AND EARLY CHILDHOOD EDUCATION: SOME RELATIONS BETWEEN THEORY AND PRACTICE. 1974. 47pp.

The aim of this paper is to delineate some of the central issues confronting psychologists and educators in the application of psychological theory and research to early childhood education. Three approaches to early childhood programming are presented and analyzed. The final section of the paper is a summary statement of the issues arising in the discussion of the three approaches to early childhood education, including a consideration of some of the problems confronted in the task of evaluating effects of differing modes of education.

ED 092 243

Howard, Norma K., comp. DISCIPLINE AND BEHAVIOR: AN ABSTRACT BIBLIOGRAPHY. April 1974. 58pp.

This selective bibliography contains references to 202 ERIC documents on the subjects of discipline and behavior modification of young children. The citations are taken from RIE (April 1971 through November 1973) and CIJE (January 1972 through November 1973).

ED 092 244

Hunt, J. McVicker. REFLECTIONS ON A DECADE OF EARLY EDUCATION. 1974. 73pp.

This report attempts to respond to a series of questions commonly asked about the

nation-wide experiment to provide equality of educational opportunity to children born to families of poverty. It is suggested that the challenge for the next decade in early childhood education rests on the construction of ordinal scales for assessing development taking place between the sensorimotor phase and the achievement of concrete operations. In total, this report is a comprehensive, descriptive, "state of the art" analysis of the major early childhood programs of the sixties.

ED 092 255

Howard, Norma K., comp. EDUCATION FOR PARENTS OF PRESCHOOLERS: AN ABSTRACT BIBLIOGRAPHY. June 1974. 75pp.

This selective bibliography cites 108 ERIC documents on parent education and paren involvement during the child's preschool years. Included are reports from both home-based and center-based programs. Documents were taken from the October 1970 through April 1974 issues of RIE, and the May 1970 through April 1974 issues CIJE.

ED 092 257

Mayer, Colleen A. UNDERSTANDING YOUNG CHILDREN: THE HANDICAPPED CHILD IN THE NORMAL PRESCHOOL CLASS. July 1974. 73pp.

This booklet offers practical, easy-to-read suggestions for working with handicapped children in the normal preschool class. Each of the three sections (visual disabilities, hearing disabilities, and motor disabilities) emphasizes the importance of a warm, positive, accepting attitude on the part of the teacher. The text provides basic knowledge of these disabilities and includes a number of suggestions for integrating the handicapped child into the normal classroom routines.

ED 092 258

Mayer, Colleen A. UNDERSTANDING YOUNG CHILDREN: EMOTIONAL AND BEHAVIORAL DEVELOPMENT AND DISABILITIES. July 1974. 78pp.

This booklet offers teachers, paraprofessionals, and parents practical, easy-to-read suggestions to help them understand emotional and behavioral development and disabilities in young children. Through a variety of examples, the booklet emphasizes techniques that show the teacher how to encourage and assist the young child to move toward emotional maturity and self-discipline.

ED 092 259

Mayer, Colleen A. UNDERSTANDING YOUNG CHILDREN: LEARNING DEVELOPMENT AND LEARNING DISABILITIES. July 1974. 31pp.

This booklet offers practical suggestions to help teachers, paraprofessionals, and parents understand learning development and learning disabilities. The text outlines how the factors of heredity, maturation, and environment determine the degree of development an individual will achieve. The characteristics of children with learning disabilities are described, and a number of special techniques to assist children in overcoming these disabilities are discussed.

ED 092 260

Mayer, Colleen A. UNDERSTANDING YOUNG CHILDREN: LANGUAGE DEVELOPMENT AND LANGUAGE DISABILITIES. July 1974. 35pp.

The first section highlights some of the factors involved in language development. The second section deals with some of the common causes for language disabilities and provides numerous suggestions for appropriate language activities.

ED 092 261

Mayer, Colleen A. UNDERSTANDING YOUNG CHILDREN: INTELLECTUAL DEVELOPMENT AND INTELLECTUAL DISABILITIES. July 1974. 41pp.

This booklet contains practical, easy-to-read suggestions on how to understand intellectual development and intellectual disabilities. The first section highlights some of the factors involved and the importance of being sensitive to different stages of learning. The second section deals with intellectual disabilities and suggests a variety of learning activities to enhance development. The role that the teacher plays in fostering intellectual development is emphasized.

ED 092 262

Thomas, Susan B., comp. RESEARCH ON APPROACHES TO EARLY EDUCATION: AN ABSTRACT BIBLIOGRAPHY. July 1974. 84pp.

The 157 citations include studies of parental involvement, research on the long-term effects of education intervention programs, and research on specific models and model comparisons. Citations were taken from the 1971-1974 issues of RIE and CIJE.

ED 094 883

Howard, Norma K., comp. WORKING WITH PARENTS IN THE PRIMARY SCHOOL. July 1974. 62pp.

This annotated bibliography cites recent ERIC documents on the subject. The two major topics reviewed are (1) parent-teacher cooperation for children's education, and (2) parent involvement in decision-making in the schools.

ED 096 019

Howard, Norma K., comp. OPEN EDUCATION: AN ABSTRACT BIBLIOGRAPHY (SUPPLEMENT #1). September 1974. 95pp.

This bibliography, compiled to update an earlier publication on this subject, contains 172 references selected from CIJE and RIE issues from January 1973 through July 1974.

ED 097 126

Howard, Norma K., comp. REGULAR CLASS PLACEMENT OF THE EXCEPTIONAL CHILD: AN ABSTRACT

BIBLIOGRAPHY. July 1974. 57pp.

This bibliography cites latest ERIC material (January 1970 through July 1974) on placement of exceptional children (handicapped and gifted) in regular preschool, kindergarten, and elementary classrooms.

ED 097 130

Howard, Norma K., comp. EDUCATION OF PRESCHOOL AND ELEMENTARY TEACHERS: AN ABSTRACT BIBLIOGRAPHY. October 1974. 68pp.

This selective abstract bibliography cites 130 recent ERIC documents which describe various approaches to the preparation of teachers of young children. The bibliography is divided into three sections: (1) Preschool and Early Childhood; (2) Elementary Schools; and (3) Elementary School Inservice Training.

ED 097 131

Lutsky, Judi, comp. HEAD START AND FOLLOW THROUGH, 1972-1974: AN ERIC ABSTRACT BIBLIOGRAPHY. October 1974. 61pp.

This selective bibliography cites 123 recent ERIC documents on Head Start and Follow Through. It includes reports of research and evaluation and programs.

ED 099 115

Howard, Norma K., comp. CULTURAL AND CROSS CULTURAL STUDIES: AN ABSTRACT BIBLIOGRAPHY. CATALOG NO 124. December 1974. 57pp.

This selective bibliography cites recent ERIC documents describing cultural differences and their influence on children's cognitive, social, emotional, and language development. The bibliography is divided into three sections: Cultural Differences, Preschool Education and Day Care, and Elementary Education.

ED 099 142

Thomas, Sharon E., comp. CURRENT INFANT RESEARCH: AN ABSTRACT BIBLIOGRAPHY. CATALOG NO 123. December 1974. 42pp.

This selective bibliography cites ERIC documents pertaining to research on infants contained in RIE and CIJE in 1972 through 1974.

ED 100 492

Gordon, Ira J. THE FLORIDA PARENT EDUCATION EARLY INTERVENTION PROJECTS: A LONGITUDINAL LOOK. January 1975. 36pp.

The Florida Parent Education Programs were designed to provide intervention services to socioeconomically disadvantaged parents of young children through home visits by paraprofessional personnel. Data were collected from children, ages 1-6, who had entered the programs since 1966 and had participated from one to three years. Skills and attitudes of the mothers were also assessed. Descriptions of the projects' effect on the participants are given. The results indicate that the parent education approach has had lasting effects on children.

ED 105 961

Honig, Alice Sterling, comp. LANGUAGE LEARNING, LANGUAGE DEVELOPMENT: A BIBLIOGRAPHY. March 1975. 72pp.

This bibliography contains references to materials relating to language learning and development in the young child, specifically, speaking and understanding language. Receptive, communicative, and expressive language as well as particular facets of language imitation and production are topics included.

ED 105 991

Howard, Norma K., comp. SEX DIFFERENCES AND SEX ROLE DEVELOPMENT IN YOUNG CHILDREN: AN ABSTRACT BIBLIOGRAPHY. March 1975. 33pp.

This selective bibliography cites ERIC documents on behavioral differences between preschool and elementary school girls and boys in such areas as moral judgment, school readiness, self esteem, motor performance, aggression, locus of control, and social development. Other documents examined sex role development and sex role stereotypes. Sex stereotypes in children's books and textbooks and suggestions for development of nonsexist teaching materials are also discussed.

ED 107 368

Hovey, Esther. ETHNICITY AND EARLY EDUCATION. April 1975. 31pp.

This article reviews the relationship between ethnicity and early academic success and examines the rationales of several ethnic groups for the education of their young children. It is recommended that early childhood educational programs should be available to all children and reflect their unique backgrounds and needs. Research is needed to identify the specific ethnic values that have served both in an historical and contemporary way to engender positive group identity. It is also necessary to discover effective methods of transmitting these values to young children in an early educational setting.

ED 110 155

Moskovitz, Sarah. CROSS CULTURAL EARLY EDUCATION AND DAY CARE: A BIBLIOGRAPHY. June 1975. 34pp.

This ERIC bibliography is a collection of references for educators and researchers interested in how children are educated and cared for in other countries. References are grouped into 4 sections: (1) Cross cultural studies; (2) A collection of references for each of the 33 countries covered; (3) General early childhood topics; and, (4) General resources, including organizations and journals.

ED 110 157

Austin, Gilbert R., and Laura Dittman. EARLY CHILDHOOD EDUCATION IN SCANDINAVIA. May 1975. 20pp.

This article discusses the move toward greater equality of educational opportunity in Scandinavia with particular emphasis on early childhood education. The

increasing demand for preschool education in Denmark, Finland, Norway, and Sweden is related to low birth rates together with increased employment of women and the general demand for equality of educational opportunity. Descriptive summaries of pre-primary education in each of the four countries show that preschool programs are, in response to changing demographic variables, in the process of rapid development and change. The programs offered tend to emphasize a rich play experience, provision of varied non-structured material, linguistic skills, and social and emotional development.

ED 110 158

Valenstein, Thelma, and others. AT HOME WITH CHILDREN. A RESOURCE BOOK FOR FAMILY DAY CARE--PART 1. SUMMARY REPORT: EDUCATIONAL DAY CARE CONSULTATION PROJECT--PART 2. July 1975. 120pp.

This booklet contains a collection of practical resources and activity suggestions for family day care mothers. Materials were gathered in 1973 as part of a 2-year project to train family day care mothers. The summary report of the Educational Day Care Consultation Project describes its objectives, features, staff and participants, research component and some results and conclusions.

ERIC CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS (RC)

ED 081 532

RURAL EDUCATION AND SMALL SCHOOLS, A SELECTED BIBLIOGRAPHY (WITH ERIC ABSTRACTS). ERIC/CRESS SUPPLEMENT NO. 3. September 1973. 312pp. Microfiche only.

A supplement to three previous ERIC/CRESS rural education and small schools bibliographies, this publication contains abstracts of both journal articles and documents. The approximately 230 citations from RIE and 45 from CIJE largely cover from 1969-1972.

ED 081 533

DeBlassie, Richard R., and Martha Ludeman. GUIDANCE PROGRAMS AND PRACTICES IN RURAL AND SMALL SCHOOLS. October 1973. 100pp.

The paper gives interested persons examples of how small and rural schools are providing essential guidance services. A synthesis of the literature dealing with current guidance programs and practices in these schools is presented. Suggestions are made for training guidance specialists and for providing viable innovations in counseling and guidance services.

ED 082 881

MEXICAN AMERICAN EDUCATION, A SELECTED BIBLIOGRAPHY (WITH ERIC ABSTRACTS). ERIC/CRESS SUPPLEMENT NO. 3. October 1973. 294pp.

The present bibliography, a supplement to three previous publications, contains 221 citations and abstracts from RIE (March 1972 through March 1973) and 86 from (April 1972 through March 1973). Bilingual education and English as a second languge are emphasized.

ED 085 127

Henderson, George. NATIONAL ASSESSMENT AND RURAL EDUCATION. December 1973. 50pp.

National Assessment of Educational Progress (NAEP) became a continuing project of the Education Commission of the States on July 1, 1969. Its primary aim is to obtain information on how well educated young people are and where the country's education problem areas lie. This report discusses rural education and national assessment of reading, writing, citizenship, science, and literature. Objectives, samples of test questions used, test results, and implications for rural schools are discussed.

ED 085 148

Dean, David H. COMMUNITY SCHOOLS IN RURAL AREAS. January 1974. 27pp.

The role of community school programs in rural schools is discussed. Where research has been carried out, there are indications that dropouts have declined, that social and recreational programs have been strengthened, and that residents have enjoyed greater involvement due to community school programs. Fourteen suggestions for rural school districts interested in establishing a community education program are listed.

ED 086 378

AMERICAN INDIAN EDUCATION, A SELECTED BIBLIOGRAPHY (WITH ERIC ABSTRACTS). ERIC/CRESS SUPPLEMENT NO. 4. December 1973. 343pp.

This bibliography contains abstracts of approximately 244 document citations from RIE from 1963-1973, and 134 from CIJE from 1971-1973. The variety of educational resource materials cover such topics as American Indian history, culture, language, educational development, educational programs, legal status, and socioeconomic status.

ED 087 582

OUTDOOR EDUCATION, A SELECTED BIBLIOGRAPHY (WITH ERIC ABSTRACTS). ERIC/CRESS SUPPLEMENT NO. 3. February 1974. 136pp.

This document lists 84 documents and 60 journal articles taken from RIE (1964-1973) and from CIJE (Fall/Winter 1971-1973). In addition to outdoor education, the document also contains references for conservation, recreation, science, ecology, and natural resources.

ED 087 599

MIGRANT EDUCATION, A SELECTED BIBLIOGRAPHY. ERIC/CRESS SUPPLEMENT NO. 4. March 1974. 140pp

This bibliography contains approximately 100 citations and abstracts published between 1965 and 1973 which have appeared in RIE. The CIJE section covers 35 articles from 1971 through 1973. Some major areas of emphasis are bilingual education and Elementary and Secondary Education Act programs.

ED 088 632

Benson, Charles W., and Jerry R. Barber. INTERMEDIATE EDUCATION UNITS AND THEIR PROMISE FOR RURAL EDUCATION. March 1974. 64pp.

The document discusses the functions of intermediate educational units, their relation to rural schools, and the unique needs of rural schools. Chapter I traces the development of the American school system from its inception in colonial American to the present. Chapter II contains a detailed comparison of county and regional units, explaining that intermediate units organized on a regional basis are much more efficient and economical than those limited by county lines. Recommendations are made for bettering rural education.

ED 088 643

Palmer, James M. THE IMPACT OF PRIVATE EDUCATION ON THE RURAL SOUTH. February 1974. 40pp

Since 1952, the South has experienced a remarkable growth in private schools. These new schools, because of their relationship to the desegregation of public schools, have often been dubbed "Segregation Academies." The paper concludes: (1) private education in the South is a factor that must be reckoned with; (2) since these schools are not bound by tradition or bureaucracy, they may develop innovative educational models that can be used in public schools; (3) where private schools are strong in a local community, the public school may need to place a stronger emphasis on vocational curricula; (4) some type of open communication needs to be established between the public and private systems; and (5) some form of state accreditation and/or setting of educational standards should be afforded these schools.

ED 088 653

Thomas, J. Alan. FINANCING RURAL EDUCATION. March 1974. 68pp.

Since all three levels of government participate in providing revenues for rural education, coordination among them is necessary. If rural students are to be provided with an education appropriate for life in modern society, the quality of their schooling should not be based on local tax-paying ability. Movement toward full state funding is recommended. State-wide planning is also needed to ensure that revenues provided by the state be used effectively. Federal categorical support of programs designed to improve rural education should be continued.

ED 091 095

Vogl, Robert L., and Sonia Vogl. OUTDOOR EDUCATION AND ITS CONTRIBUTIONS TO ENVIRONMENTAL QUALITY. May 1974. 71pp.

Increased environmental problems indicate a need for educational programs to meet the goals of environmental quality. The programs should be inter-disciplinary and contribute to the goal of understanding, appreciating, and preserving the environment. Outdoor education is shown as an educational innovation, and guidelines are provided for its inclusion in a school curriculum, and for specific aspects of outdoor education programs. Evaluative studies of outdoor education are presented, with 18 recommendations for future directions which environmentally-focused outdoor education may follow.

ED 092 263

THE EMERGING ROLE OF REGIONAL SERVICE CENTERS. PROCEEDINGS OF THE NATIONAL CONFERENCE OF NFIRE, THE NATIONAL FEDERATION FOR THE IMPROVEMENT OF RURAL EDUCATION (2ND, LAS VEGAS, NEVADA, JANUARY 30 - FEBRUARY 1, 1974). June 1974. 180pp.

The conference examined alternatives and resolved issues related to the development, organization, and operation of RESA's that serve non-metropolitan school districts. This publication includes the conference proceedings, the conference program outline, the speeches, the conceptual papers, and the report of the discussion group observers.

ED 092 264

Antell, Will. CULTURE, PSYCHOLOGICAL CHARACTERISTICS, AND SOCIOECONOMIC STATUS IN EDUCATIONAL PROGRAM DEVELOPMENT FOR NATIVE AMERICANS. June 1974. 68pp.

Addressed to educators who have the responsibility for developing curricula or educational programs that will serve Native American students, the document discusses ways in which available information can be used to initiate program development. Emphasizing that educational opportunities for Native American children must be developed on the middle ground between life in Native communities and established educational institutions, the paper states that the clear need in "Indian education" is for curriculum and program development. Future research efforts should objectively monitor the effectiveness of curricular approaches rather than rediscover the symptoms.

ED 092 265

Cornejo, Ricardo J. A SYNTHESIS OF THEORIES AND RESEARCH ON THE EFFECTS OF TEACHING IN FIRST AND SECOND LANGUAGES: IMPLICATIONS FOR BILINGUAL EDUCATION. June 1974. 133pp.

The paper provides up-to-date factual information for first and second language acquisition and bilingualism for administrators, teaching staff, parents, students, and others concerned with the subject. The overview covers a broad range of topics on present educational theories, research and development, practices, and legislation in the areas of language acquisition and language learning. Among the general recommendations are: (1) planning of bilingual curriculum to provide for all bilingual students; (2) providing a program flexible enough for slow learners and bright students as well; and (3) having all universities in the Southwest offer a bilingual education major.

ED 093 507

Moe, Edward O., and Lewis R. Tamblyn. RURAL SCHOOLS AS A MECHANISM FOR RURAL DEVELOPMENT. July 1974. 103pp.

Schools are a mechanism for development and can be strategic forces in development efforts to improve rural communities, then creating conditions under which they ca perform more effectively as educational institutions. This paper provides (1) an overview of the growing interest and concern in development, (2) a review of the functions of schools in past development, (3) impediments schools confront development mechanism, (4) functions schools might perform in rural development, and (5) some specific actions schools might take to accelerate development.

ED 096 077

HOW WELL DO THEY REPRESENT YOU? A HANDBOOK ON LOCAL RURAL SCHOOL BOARDS FOR PARENTS AND OTHER CITIZENS. August 1974. 24pp.

For a number of reasons, parents and other citizens have lost their influence over local school boards in recent years. The handbook on local rural school boards explains what kind of people are board members, how long they serve, and how they are appointed or elected. The political nature of the school board, the operation of school administration, board meetings, and influence on the board members are all topics of the handbook.

ED 097 185

SMALL SCHOOLS, A SELECTED BIBLIOGRAPHY (WITH ERIC ABSTRACTS). September 1974. 43pp.

Previously, information relating to small schools has been incorporated with the bibliographic series "Rural Education and Small Schools, A Selected Bibliography"; however, it was felt that when presented in this manner only small rural schools would be included. The scope of small school coverage is: economic, cultural, social, or other factors related to educational programs of small schools located in urban or rural settings. There are 23 abstracts taken from RIE (1967 to 1974) and seven journal articles from CIJE (1972-1973) included here.

ED 097 186

RURA L EDUCATION, A SELECTED BIBLIOGRAPHY (WITH ERIC ABSTRACTS). September 1974. 453pp.

The 335 citations and abstracts appeared in RIE from April 1973 through June 1974. Also included are 149 citations which appeared in CIJE from April 1973 through June 1974. Major emphasis is placed on rural education, rural development, and rural urban differences.

ED 100 537

RURAL EDUCATION--PARTNERS FOR ACCOUNTABILITY: LEGISLATORS; SCHOOL BOARDS; ADMINISTRATORS; TEACHERS; PARENTS; COMMUNITY (OR CITIZENS); STUDENTS. February 1975. 38pp.

Defined as a concept which centers on planning educational needs at the local level, accountability is particularly feasible in small rural schools, since the number of people responsible for education needs is more readily manageable than the number found in urban areas. Designed to familiarize rural parents with the concept and practice of accountability, this handbook defines the shared responsibilities of the schools, legislators, school boards, school administrators, teachers, parents, community, and students.

ED 100 547

AMERICAN INDIAN EDUCATION A SELECTED BIBLIOGRAPHY (WITH ERIC ABSTRACTS). ERIC/CRESS SUPPLEMENT NO. 5. February 1975. 403pp.

This bibliography is a supplement to five previous publications by the ERIC

Clearinghouse on Rural Education and Small Schools. Part 1 contains 284 citations and abstracts which appeared in RIE from October 1973 through September 1974. Part 2 contains 254 citations from CIJE. Brief annotations appear only when descriptors and identifiers cannot adequately describe the article.

ED 100 559

Loustaunau, Martha. SMALL RURAL SCHOOLS CAN HAVE ADEQUATE CURRICULUMS. February 1975. 35pp.

Some small rural schools have found ways to combat huge expenses for specialized programs and curriculum deficiencies by cooperation between schools, shared services, greater use of audiovisual aids, and inventiveness in meeting their special problems. Other methods used to fill many gaps in an otherwise meager curriculum are expanding the curriculum to include vocational and career education, inservice teacher training, better guidance and counseling services, and utilization of community resources.

ED 101 907

OUTDOOR EDUCATION, A SELECTED BIBLIOGRAHY (WITH ERIC ABSTRACTS). ERIC/CRESS SUPPLEMENT NO. 4. February 1975. 126pp.

This bibliography is a supplement to four previous publications by ERIC/CRESS. Part 1 contains 70 citations which appeared in RIE from January-December 1974. Part 2 contains 66 journal article citations from CIJE.

ED 101 909

MIGRANT EDUCATION, A SELECTED BIBLIOGRAPHY (WITH ERIC ABSTRACTS). ERIC/CRESS SUPPLEMENT NO. 5. March 1975. 123pp.

Ninety-two documents and 17 journal articles published between 1969 and 1974, and contained in either RIE or CIJE, are cited. The citations cover such topics as agricultural laborers, educational programs, economic disadvantageness, Federal programs, Mexican Americans, migrant child education, program evaluations, and migrants.

ED 103 148

Canir, Stephen, and Others. A SELECTED BIBLIOGRAPHY ON MEXICAN AMERICAN AND NATIVE AMERICAN BILINGUAL EDUCATION IN THE SOUTHWEST (WITH ERIC ABSTRACTS). CAL-ERIC/CRESS SERIES ON LANGUAGES AND LINGUISTICS NO. 6. March 1975. 299pp.

The information contained in the 263 entries is analyzed within similar limits as to its sociolinguistic significance. Compiled from abstracts which appeared between January 1971 and June 1974 in RIE, this bibliography consists of three sections: (1) an analysis of individual entries in terms of their sociolinguistic significance, (2) the ERIC abstracts in numerical order; and (3) a subject index. Topics emphasized are biculturalism, bilingualism, content analysis, English as a second language, program evaluation, and Spanish.

ED 104 586

Antell, Will, and Patrick D. Lynch, eds. INDIAN EDUCATIONAL LEADERSHIP: A CONFERENCE
85

REPORT (OCTOBER 2-5, 1973). March 1975. 72pp.

The papers from the National Conference on Indian Educational Leadership, the first national gathering of Indian educational leaders, include eight discussions which stress the conference objectives to (1) discuss preparation programs for Native American leaders in educational settings, and (2) discuss issues related to Indian education in general.

ED 107 416

SMALL SCHOOLS, A SELECTED BIBLIOGRAPHY (WITH ERIC ABSTRACTS). ERIC/CRESS SUPPLEMENT NO. 1. May 1975. 64pp. (Microfiche only).

This bibliography supplements a previous bibliography which in conjunction with four others published under the title of "Rural Education and Small Schools" provides cumulative coverage. This supplement contains 27 citations taken from the July 1974 through March 1975 issues of RIE and 6 citations from CIJE for the same period.

ED 107 427

AMERICAN INDIAN EDUCATION, A SELECTED BIBLIOGRAPHY (WITH ERIC ABSTRACTS). ERIC/CRESS SUPPLEMENT NO. 6. June 1975. 249pp. (Microfiche only).

This bibliography, a supplement to six previous ERIC/CRESS bibliographies, cites materials available through RIE and CIJE. The present bibliography contains 142 citations and abstracts from RIE (October 1974-March 1975) and 93 journal citations from CIJE over the same time period. Topics include American Indian culture, bilingual education, Eskimos, cross-cultural studies, and community control.

ED 107 428

MEXICAN AMERICAN EDUCATION, A SELECTED BIBLIOGRAPHY (WITH ERIC ABSTRACTS). ERIC/CRESS SUPPLEMENT NO. 5. June 1975. 252pp. (Microfiche only).

Compiled to provide access to the latest resource materials in Mexican American education, this bibliography contains 159 citations from RIE and 93 journal citations from CIJE for the issues of July 1974 through March 1975. Entries cover topics such as bilingual education, cultural background, English as a second language, program evaluation, Spanish Americans, Spanish speaking, and teacher education.

ED 107 429

RURAL EDUCATION, A SELECTED BIBLIOGRAPHY (WITH ERIC ABSTRACTS). ERIC/CRESS SUPPLEMENT NO. 1. June 1975. 298pp. (Microfiche only).

Part 1 of this supplementary bibliography contains 196 citations from the July 1974-March 1975 issues of RIE. Derived from CIJE for the same period are 107 journal article citations.

ED 080 379

Higgins, Jon L., ed. INVESTIGATIONS IN MATHEMATICS EDUCATION, VOLUME 6, NUMBER 2. Spring 1973. 72pp.

An expanded abstract including statements of purpose, rationale, design and procedure, findings, and interpretations is given for 18 selected research articles. Following each, a short critical analysis is presented by a professional in the field. Among the research topics covered are achievement, attitudes, laboratories, error trends, and learning styles.

ED 083 043

Higgins, Jon L., ed. INVESTIGATIONS IN MATHEMATICS EDUCATION, VOLUME 6, NUMBER 3. Summer 1973. 66pp.

Expanded abstracts and critical analyses are given for each of 14 research articles. Four articles involve variables affecting student achievement and attitudes; two each on teaching abstract concepts to young children, problem solving, conservation in young children, and children's understanding of logic and mathematical relations; one on variables affecting simple computation; and one on improvement of attitudes toward mathematics by preservice elementary teachers.

ED 085 199

Raths, James. THE EMPEROR'S CLOTHES PHENOMENON IN SCIENCE EDUCATION. May 1972. 27pp.

This paper suggests some acts necessary for science teachers and educators to implement science education. Research reports are exemplified to illustrate the prevalent ways for reporting research conclusions as truth, findings, and trivia. Misconceptions of scientific endeavors are described as an explanation for researchers' selection of the reporting styles. The author suggests that science teachers and educators make distinctions between findings and explanations, ask questions about the source of truth, and encourage students to present rival ideas and prize the doubt in order to be morally honest to the knowledge of the scientific endeavor.

ED 085 200

Broudy, H. S. CAN RESEARCH PROVIDE A RATIONALE FOR THE STUDY OF SCIENCE. May 1972. 20pp.

Discussions are included concerning failures of traditional science programs in the present academic enterprise for the purpose of developing new guidelines for science education research. Irrelevance of disciplinary courses, formal study, and compulsory schooling to societal situations are described as the major challenge to present curricula. The author concludes that research studies are needed to examine the interpretive teaching of science in schools and to build a conceptual context with the nature of life made intelligible.

ED 085 262

Disinger, John F.; and Beverly M. Lee. STATE DIRECTORIES IN ENVIRONMENTAL EDUCATION, VOLUME I, U. S. OFFICE OF EDUCATION REGION I. November 1973. 57pp.

This compilation is one of a series produced through the combined efforts of the United States Office of Education/Environmental Education, and the ERIC Center for Science, Mathematics, and Environmental Education, in an attempt to collect and detail environmental education efforts through the nation. This volume includes Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.

ED 086 513

Disinger, John F.; and Beverly M. Lee. STATE DIRECTORIES IN ENVIRONMENTAL EDUCATION, VOLUME III, U. S. OFFICE OF EDUCATION REGIONS IV AND V. November 1973. 185pp.

This third volume in the series includes Alabama, Florida, Georgia, Illinois, Indiana, Kentucky, Michigan, Minnesota, Mississippi, North Carolina, Ohio, South Carolina, Tennessee, Virgin Islands, and Wisconsin.

ED 086 514

Disinger, John F.; and Beverly M. Lee. STATE DIRECTORIES IN ENVIRONMENTAL EDUCATION, VOLUME IV, U. S. OFFICE OF EDUCATION REGIONS VI AND VII. November 1973. 68pp.

This fourth volume in the series includes Arkansas, Iowa, Kansas, Louisiana, Missouri, Nebraska, New Mexico, Oklahoma, and Texas.

ED 086 515

Disinger, John F.; and Beverly M. Lee. STATE DIRECTORIES IN ENVIRONMENTAL EDUCATION, VOLUME V, U. S. OFFICE OF EDUCATION REGIONS VIII, IX, AND X. November 1973. 162pp.

This fifth volume in the series includes Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming.

ED 086 517

Suydam, Marilyn N. EVALUATION IN THE MATHEMATICS CLASSROOM: FROM WHAT AND WHY TO HOW AND WHERE. January 1974. 70pp.

This document discusses the role and the scope of evaluation in the mathematics classroom. Specific comments are made on various procedures: observations, interviews, inventories and checklists, attitude scales, and various types of paper-and-pencil tests. Both general and specific suggestions for planning tests and for writing various types of test items are included.

ED 086 518

Suydam, Marilyn N. UNPUBLISHED INSTRUMENTS FOR EVALUATION IN MATHEMATICS EDUCATION:

AN ANNOTATED LISTING. January 1974. 264pp.

Non-commercial investigator-developed tests and other instruments to assess mathematical instruction, reported in journals and dissertations from 1964 through 1973, are listed. For approximately 200 instruments, information on content, format, sample, reliability, correlations, and validity is included, as well as references. Other instruments for which only partial information was available are also cited on a supplementary list.

ED 086 541

Wheatley, John H., and Herbert L. Coon. THE EARTH--AND NOTHING MORE. 1974. 1 pg.; 80 slides and one 13-minute tape. Not available from EDRS. Available from Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, Ohio 43210. Also available from the ERIC Clearinghouse on Science, Mathematics, and Environmental Education for a loan of two weeks.

This 13-minute slide/tape presentation provides a look at the broad areas included in environmental education and suggests how teacher, student, and community groups can become involved in this area. Through this presentation man is made to realize his interdependence upon his bio-physical environment and how his own socio-cultural heritage and attitudes affect his response to that environment. This presentation suggests further activities and investigations.

ED 086 558

Disinger, John F.; and Beverly M. Lee. A DIRECTORY OF PROJECTS AND PROGRAMS IN ENVIRONMENTAL EDUCATION FOR ELEMENTARY AND SECONDARY SCHOOLS. SECOND EDITION. November 1973. 686pp.

This second edition of the directory describes 296 projects and programs which are representative of current environmental education projects and programs in the United States. The range of project operation, size, and foci vary greatly. The directory contains in-depth statistics about the projects themselves, their projects and publications, and their future plans.

ED 087 624

Disinger, John F.; and Beverly M. Lee. STATE DIRECTORIES IN ENVIRONMENTAL EDUCATION, VOLUME II, U. S. OFFICE OF EDUCATION REGIONS II AND III. November 1973. 191pp.

This second edition in the series includes Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, Virginia, and West Virginia.

ED 087 638

Balzer, A. L.; and others. A REVIEW OF RESEARCH ON TEACHER BEHAVIOR RELATING TO SCIENCE EDUCATION. December 1973. 522pp.

The first section presents a review of studies concerned with instrument development for the analysis of teacher behavior in science classrooms. The second section deals with research on teaching involving the systematic observation of classroom behavior. Documents published or made available between 1960 and 1971 are reviewed, with an emphasis on studies dealing with teacher behavior in science classrooms. The third portion of the monograph examines

teacher behavior studies in fields other than science education. Common findings emerging from the research reviewed in this section indicate that teachers dominate classroom talk, and students seldom initiate verbal interaction.

ED 088 678

Disinger, John F., and Beverly M. Lee. APPENDICES TO A DIRECTORY OF PROJECTS AND PROGRAMS IN ENVIRONMENTAL EDUCATION FOR ELEMENTARY AND SECONDARY SCHOOLS. SECOND EDITION. November 1973. 58pp.

This document contains the appendices to a directory (ED 086 558) which describes 296 programs and projects on environmental education in the United States. The appendices provide information relating to state coordinators for environmental education, and those projects and programs which sent brief responses or did not respond to the survey questionnaire used in collecting the information for the directory.

ED 088 702

Higgins, Jon L., ed. RESEARCH REPORTING SECTIONS, NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS 52ND ANNUAL MEETING, ATLANTIC CITY, NEW JERSEY, APRIL 17-20, 1974. April 1974. 14pp.

This document is a compilation of abstracts from 28 research papers given at the 52nd Annual Meeting of the National Council of Teachers of Mathematics. The major portion of the reports concerned methods of instruction; nine were related to college mathematics, ten on secondary school mathematics, and two at the elementary school mathematics level. Five reports involved research on learning theories and two dealt with teacher education.

ED 088 708

Higgins, Jon L., ed. INVESTIGATIONS IN MATHEMATICS EDUCATION, VOLUME 6, NUMBER 4. 1973. 59pp.

In this document expanded abstracts and critical analyses are given for each of 14 research articles. Studies on instructional strategies or methods are reported in five reviews; three report studies concerned with concept attainment; three review studies in measurement of cognitive abilities; one study is on the effect of a laboratory for college freshman mathematics students; one is on the change of prospective elementary teachers given geometric enrichment exercises; and one is on evaluation techniques for textbooks.

ED 088 717

Helgeson, Stanley L., ed. NATIONAL ASSOCIATION FOR RESEARCH IN SCIENCE TEACHING 47TH ANNUAL MEETING, ABSTRACTS OF PRESENTED PAPERS. March 1974. 317pp.

This publication provides abstracts of most of the papers presented at the NARST annual convention in Chicago, Illinois on April 15-18, 1974. The abstracted papers cover a wide range of topics of importance in science teaching and many report the results of current research in science education.

ED 090 055

Novak, Joseph D. A SUMMARY OF RESEARCH IN SCIENCE EDUCATION-1972. December 1973. 114pp.

A summary of the 231 research articles in science education reported in 1972 is presented in this book through a review of over 400 studies classified into separate categories. A special section is incorporated to deal with unpublished articles. Many of the research articles are related to the theoretical framework of Ausubel. Survey type studies are not dealt with in this summary, although titles appear in the bibliography.

ED 090 056

Schaff, John F., and Burton E. Voss. SECONDARY SCHOOL TEACHER EDUCATION: WHERE ARE WE GOING? March 1974. 123pp.

Thirteen papers included here are the result of a joint NARST-AETS panel at the 1973 annual meeting of the two organizations. Major topics are related to educational objectives, new challenges, educational technology, research possibilities, continuing education for experienced teachers, educational accountability, integration of education courses, teacher responsibilities, program flexibility, and more.

ED 091 163

Voelker, Alan M. RESEARCH ON CONCEPT LEARNING: AN ANALYSIS. March 1973. 66pp.

This paper reviews and analyzes research in science education which focused on science concepts and science concept learning. Studies reviewed are grouped into eight categories: cognitive development, factors influencing concept formation, level of concept attainment, methodological effects, methodological comparisons, curricular content, instrument development, and reviews and models. One hundred and sixty-three studies are identified in the bibliography although not all of these studies are discussed in the review.

ED 091 166

Roth, Robert E. INTERNATIONAL AND NATIONAL ENVIRONMENTAL EDUCATION: A STATUS REPORT - 1974. February 26, 1974. 36pp.

This report focuses on the current status of environmental education in the United States and a number of selected countries around the world. The scope and primary concerns of environmental education are defined, and the stimulus created by the United Nations Stockholm Conference on the Human Environment is discussed. On the international scene, environmental programs in Australia, Canada, Czechoslovakia, the United Kingdom, Ecuador, West Germany, Italy, Japan, and Zambia are examined.

ED 091 172

Wheatley, John H., and Herbert L. Coon. 100 TEACHING ACTIVITIES IN ENVIRONMENTAL EDUCATION. 1974. 204pp.

This package contains over one hundred activities in environmental education

designed for student use in grades K through 12. Each activity has been classified by the editors according to the most appropriate grade level, subject matter, environmental concept involved, and environmental problem area. Subject areas are science, mathematics, social studies, language arts, and fine arts; environmental concepts include bio-physical, socio-cultural, management, and change; and problem areas are aesthetics, health, genetics, and psychological/ behavioral.

ED 091 239

Suydam, Marilyn N., and J. F. Weaver. RESEARCH ON MATHEMATICS EDUCATION (K-12) REPORTED IN 1973. March 1974. 83pp.

The listing covers the levels from kindergarten through grade 12, and is divided into three major sections. The first section lists research summaries which review groups of research studies. The second section contains research reports which appeared in journals during 1973. The final section includes dissertations.

ED 091 250

McIntosh, Jerry A., and F. Joe Crosswhite. A SURVEY OF DOCTORAL PROGRAMS IN MATHEMATI EDUCATION. 1973. 48pp.

In order to gather data on current doctoral programs in mathematics education in the U. S., a questionnaire sufficiently flexible and comprehensive to tolerate a variety of programs was developed. The questionnaire was sent to deans of schools of education and chairmen of mathematics departments at more than 200 institutions. The data are presented here and analyzed in various categorizations. This survey is the first systematic attempt to gather descriptions of doctoral programs on a broad basis.

ED 093 715

Schlessinger, Fred R., and others. A SURVEY OF SCIENCE TEACHING IN PUBLIC SCHOOLS OF THE UNITED STATES (1971), VOLUME 1, SECONDARY SCHOOLS. 1973. 192pp.

The purpose of this study was to collect "bench mark" data on the teaching of science that could serve as a basis of comparison for trend analysis. The information obtained in this survey presents a description of science teaching practices and selected science teacher characteristics in the United States.

ED 095 015

Mayer, Victor J. UNPUBLISHED EVALUATION INSTRUMENTS IN SCIENCE EDUCATION: A HANDBOOK. SCIENCE EDUCATION INFORMATION REPORTS. April 1974. 322pp.

The six chapters of the publication describe instruments classified into: (1) those assessing student achievement in knowledge and understanding of science facts, principles, and concepts; (2) those assessing student achievement in science processes and skills; (3) those measuring student characteristics and abilities either related to performance in science or developed by effective science instruction; (4) those assessing student interests and attitudes in science, science classes and science-related areas of knowledge; and (5) those measuring student knowledge of aspects of the scientific enterprise, including its interrelationships with society; and (6) those measuring various school practices.

ED 097 198

Connelly, F. Michael, and Richard W. Binns. LOGICAL REASONING IN SCIENCE EDUCATION (AND AN ANNOTATED BIBLIOGRAPHY). March 1974. 48pp.

This paper was written from a philosophical, rather than a psychological, orientation within an overall curricular framework. Six areas are treated within this curricular framework: philosophical consideration, logical structure in a field of enquiry, materials development and evaluation, epistemological characteristics, student development and use of logical reasoning in science, and evaluation-research activity.

ED 097 225

Suydam, Marilyn N. A CATEGORIZED LISTING OF RESEARCH ON MATHEMATICS EDUCATION (K-12) 1964-1973 August 1974. 364pp.

In this listing citations are made to over 3000 studies appearing in journals published in the U.S. Entries are arranged alphabetically under six headings.

ED 097 226

Higgins, Jon L., ed. INVESTIGATIONS IN MATHEMATICS EDUCATION, VOLUME 7, NO. 1. 1974. 61pp.

Expanded abstracts and critical analyses are given for each of 17 research articles. Six articles are concerned with evaluating methods of instruction, two deal with student achievement in mathematics, one is concerned with classroom interaction and one with class size, four investigate learning and learning hierarchies, and three articles focus on student learning characteristics.

ED 099 244

Fox, Fred W., ed. SCIENCE TEACHER EDUCATION 1974: ISSUES AND POSITIONS. 1975 AETS YEARBOOK. October 1974. 154pp.

The second yearbook of the Association for the Education of Teachers of Science (AETS) is composed of a series of position papers and reactions to these positions. The papers are divided into three sections covering: new directions for pre-service and in-service education of science teachers, humanistic education, and psycho-epistemological models for teaching science and its articulation with classroom activities.

ED 101 954

MATERIALS AND INSTRUCTIONAL DEVELOPMENT SECTION, DIVISION OF HIGHER EDUCATION, NATIONAL SCIENCE FOUNDATION. PROCEEDINGS OF PROJECT DIRECTORS MEETING (AIRLIE HOUSE, VIRGINIA, FEBRUARY 10-12, 1974). 1974. 187pp.

This volume provides synopses of discussions by project directors holding N.S.F. grants for the development of instructional materials to be used in science and mathematics courses at the undergraduate and graduate levels. The focuses of these discussions were new degree programs, identification and evaluation of existing materials, transferability mechanisms, computer-related educational technology, audiovisual technology, and continuing education.

ED 102 021

Fitzgerald, William M., and Jon L. Higgins, eds. MATHEMATICS LABORATORIES: IMPLEMENTATION, RESEARCH, AND EVALUATION. November 1974. 81pp.

This publication reviews the mathematical laboratory from three perspectives: a practical view of laboratories in operation, a review of related research, and a view of current laboratory evaluation procedures. The first paper concentrates on their historical development, the decline in actual numbers after 1970, problems encountered and their solutions. The second paper reviews research on mathematical labs', describes ways for their effective use, and discusses labs' effects on student performance. The third paper critically analyzes seven specific projects.

ED 102 030

Merrill, M. David; and Norman D. Wood. INSTRUCTIONAL STRATEGIES: A PRELIMINARY TAXONOMY. November 1974. 92pp.

This paper proposes that instruction consists of four relatively independent facets: learner attitudes, content structure, delivery systems, and instructional strategies. The purpose of this paper is to develop a taxonomic vocabulary and a model for portraying instructional strategies. The proposed theory and accompanying flow chart conventions should have value in any discipline for the development of instructional theory, the synthesis and interpretation of research, the analysis of existing strategies, and the design of materials and systems.

ED 102 031

Wheatley, John H., and Herbert L. Coon, eds. TEACHING ACTIVITIES IN ENVIRONMENTAL EDUCATION. VOLUME II - 1974. 1974. 200pp.

This publication is the second volume of teaching activities in environmental education designed for student use in grades K-12. Each activity, in addition to listing the vital statistical information, also contains a statement of purpose on how the activity may be used and a reference to a source where the activity may be found in more detail or with variations.

ED 103 274

Helgeson, Stanley L., and Patricia E. Blosser, eds. INVESTIGATIONS IN SCIENCE EDUCATION, VOLUME 1, NUMBER 1. EXPANDED ABSTRACTS AND CRITICAL ANALYSES OF RECENT RESEARCH. 1974. 70pp.

This first issue of the journal is designed to provide a new perspective for viewing research articles and is intended to aid in the improvement of writing research reports. This issue covers topics such as effectiveness of various teaching strategies, learning theory and processes, socio-economic influences on scientific concept development in children, and verbal interaction in science classes.

ED 104 666

Higgins, Jon L., ed. RESEARCH REPORTING SECTIONS, ANNUAL MEETING OF NATIONAL COUNCIL

OF TEACHERS OF MATHEMATICS (53RD, DENVER, COLORADO, APRIL 23-26, 1975). April 1975. 120pp.

Most papers abstracted in this volume concerned instructional strategies. Fourteen papers were concerned with sequencing of instruction and/or hierarchical analysis of learning. Four of the papers dealt with strategies for reviewing and reteaching. Other paper topics included problems related to reading, verbalization, and symbolic preference; teacher education, attitudes toward mathematics, and characteristics of high-ability mathematics students.

ED 104 719

Szabo, Michael, and others. METRIC EDUCATION ACTIVITIES IN STATE AND TERRITORIAL DEPARTMENTS OF EDUCATION - A SURVEY. February 1975. 48pp.

Responses from a questionnaire of state supervisors of science and mathematics were analyzed and used to estimate the extent to which states were able to meet four objectives: comprehensive planning effort for legislation, provision of curricular materials and in-service training, and budgetary support. It was concluded that states exhibited these abilities only slightly. The authors recommend that objectives for full metric education be developed, and that communication channels among states be established to aid in the development of materials. They also advise that metric consultants be identified, that efforts to pass legislation be identified, and that the approach be interdisciplinary.

ED 104 720

Higgins, Jon L.; and Larry A. Sachs. MATHEMATICS LABORATORIES: 150 ACTIVITIES AND GAMES FOR ELEMENTARY SCHOOLS. December 1974. 207pp.

The activities and games included were submitted by classroom teachers and were selected for their use of manipulative materials or their reliance on student interactions. The activities were divided into eight subject matter categories. Each activity description is in outline form and includes statements of goals and purposes, materials needed, procedures involved, and activity source.

ED 108 866

Rocchio, Richard, and Eve Lee. ON BEING A MASTER PLANNER - A STEP BY STEP GUIDE. December 1974. 165pp.

This guide demonstrates a new way of utilizing the planning process within a social movement context in view of developing a state master plan for environmental education. In addition, the book serves as a guide to realistic planning, including models, definitions, and examples.

ED 108 893

Lesh, Richard, ed. COGNITIVE PSYCHOLOGY AND THE MATHEMATICS LABORATORY. PAPERS FROM A SYMPOSIUM. 1974. 149pp.

Piagetian theories are described and extended to classroom applications in several of the papers; other psychological theories such as information processing are also discussed. All of the papers are concerned with students learning mathematics in an active environment.

ED 111 637

Helgeson, Stanley L., and Patricia E. Blosser, eds. INVESTIGATIONS IN SCIENCE EDUCATION, VOLUME 1, NUMBER 2. EXPANDED ABSTRACTS AND CRITICAL ANALYSES OF RECENT RESEARCH. 1975. 70pp.

This second issue includes abstracts related to topic areas such as evaluation of children's performance in the cognitive, affective and motivational domains, student perceptions of teachers, evaluation of student laboratory reports, effect of behavioral objectives, and comparison of instructional strategies.

ED 113 140

Rowe, Mary Budd, and Linda DeTure, eds. A SUMMARY OF RESEARCH IN SCIENCE EDUCATION-1973. 1975. 93pp. (Microfiche only).

The editors of this review have focused on four purposes: (1) to portray the state of knowledge in science education; (2) to describe any existing trends; (3) to identify areas which need to be researched; and (4) to provide tentative answers to pertinent problems, if any seem to emerge from the research.

ED 113 152

Suydam, Marilyn N., and Alan R. Osborne, eds. ALGORITHMIC LEARNING. 1975. 194pp.

This volume contains six reviews of research pertaining to various aspects of algorithmic learning, six reports of pilot experiments in this area, a theoretical discussion of "The Conditions for Algorithmic Imagination," and an annotated bibliography. Topics covered by literature reviews include algorithmic processes for cognition, algorithms and hierarchies, conceptual bases for the learning of algorithms, interference with the learning of algorithms, algorithmic problem solving, and algorithms and mental computations.

ED 113 187

Helgeson, Stanley L., and Patricia E. Blosser, eds. INVESTIGATIONS IN SCIENCE EDUCATION, VOLUME 1, NUMBER 3. EXPANDED ABSTRACTS AND CRITICAL ANALYSES OF RECENT RESEARCH. 1975. 71pp.

Abstracts in this third issue cover evaluation of elementary science curricula utilizing behavioral tasks, effectiveness of audio-tutorial instruction, effectiveness of tutorial computer-assisted instruction, effect of verbalizers on achievement of non-verbalizers in an enquiry classroom, and a study of verbal behavior patterns in primary grade classrooms during science activities.

ED 113 206

Simon, Herbert A. LEARNING WITH UNDERSTANDING. Paper presented at the annual meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975). 30pp.

In this paper, Simon describes contemporary information processing approaches to the study of learning and thinking, and discusses the relevance of these studies to the distinction between rote and meaningful learning. He provides a brief

literature review, and then describes the basic methods by which the computer simulates mental activity, and the "thinking-aloud" methods by which human problem solving and computer problem solving are compared in the laboratory. Simon describes various approaches to problem solving, and weighs the relative merits of each in terms of memory load, generalizability, and transfer.

ED 114 258

Helgeson, Stanley L., ed. NATIONAL ASSOCIATION FOR RESEARCH IN SCIENCE TEACHING 48TH ANNUAL MEETING, ABSTRACTS OF PRESENTED PAPERS. March 1975. 183pp.

Many of the conference papers presented in this volume report the results of current research in science education. General session topics included values education, evaluation education, and studying and defining effective science teaching.

ED 114 259

Disinger, John F., comp. A DIRECTORY OF PROJECTS AND PROGRAMS IN ENVIRONMENTAL EDUCATION. THIRD EDITION. February 1975. 409pp.

The third edition of this directory contains 296 current environmental education programs and projects in the United States. The directory is divided into three parts. Part I contains only update reports of programs and projects described in the 1973 edition. Part II describes 104 school related projects and programs. Part III reports the environmental efforts of 75 universities, organizations, research centers, parks, and state plans.

ED 114 260

Scriven, Michael. EVALUATION IN SCIENCE EDUCATION. March 1975. 14pp.

This report discusses the importance of the types of evaluation in science and science education. Evaluation must be recognized as a key process within science. Another type of evaluation is the analytical approach to values-laden issues in a way that identifies the values assumptions and proceeds to investigate their evidential status. The evaluation of science materials is similar in some respects to the evaluation of applied science. A final way that evaluation enters into science education is in the attempt to list and indoctrinate the student with the supposed values of the scientific approach, such as truth, tentativeness, and criticality.

ED 114 261

Berliner, David C. A STATUS REPORT ON THE STUDY OF TEACHER EFFECTIVENESS. March 1975. 21pp.

This report discusses the fact that many educators are committed to competency based teacher evaluation and teacher accountability systems in spite of the lack of empirical evidence linking teacher behavior to student outcomes in the classroom. Some of the difficulties associated with research in this area are identified as problems in instrumentation, methodology, and statistics. Further research is recommended on how student backgrounds affect measures of teacher effectiveness, what subject matters should be examined, how normative standards and volunteer teachers affect what we can say about teachers and teaching, how individual students react to teaching skills, how students monitor and interpret a

teacher's behavior, and studies on the validity and generalizability of measures of teacher effectiveness.

ED 114 288

Higgins, Jon L., ed. INVESTIGATIONS IN MATHEMATICS EDUCATION, VOLUME 7, NUMBER 2. 1974. 63pp.

Fifteen research reports are abstracted and analyzed in this publication. Three articles deal with concept formation, three with task analysis or instructional sequencing, and two with other aspects of instruction as it relates to the learning process. Two articles deal with the interaction of personality variables with decision-making and performance, respectively, one with testing, and one with student evaluation of teaching. Other reports abstracted concern ability, dyscalculia, and evaluation of a kindergarten program.

EJ 113 263

Schwab, Joseph J. DECISION AND CHOICE--THE COMING DUTY OF SCIENCE TEACHING. Journal of Research in Science Teaching 11 (No. 4, 1974):309-317.

The author proposes that science curricula be altered from teaching specialized subject matter and that more time be devoted to applying the disciplines to practical problems as well as imparting competencies in inquiry and values and attitudes concerning evidence and argument, certainty and uncertainty.

EJ 113 264

Shulman, Lee S. THE PSYCHOLOGY OF SCHOOL SUBJECTS: A PREMATURE OBITUARY. Journal of Research in Science Teaching 11 (No. 4, 1974): 319-339.

This article suggests the direction of educational research should be toward the cognitive processes of teachers, their capacities and limitations, in order to develop training programs, decision aids, recordkeeping technologies and to develop in teachers the skills in adapting to learners.

ERIC CLEARINGHOUSE ON SOCIAL STUDIES/SOCIAL SCIENCE EDUCATION (SO)

ED 077 826

Charles, Cheryl L., and Ronald Stadskley, eds. LEARNING WITH GAMES: AN ANALYSIS OF SOCIAL STUDIES EDUCATIONAL GAMES AND SIMULATIONS. 1973. 175pp.

Seventy social studies educational games and simulations, designed for K-12th grade, with many applicable to adults, are described and analyzed in the major section of this book. Each of the analyses is divided into eight categories and provides an overview of the game. In addition to the analyses, the book contains an extensive list of sources and resources on the development and use of educational games, and an Abbreviated Games and Simulation Guide, which includes a list of over 250 additional games.

ED 081 650

Helburn, Nicholas. FREE/OPEN SCHOOLS. May 1973. 32pp.

This paper describes the educational movement toward alternative schools and suggests further sources of information concerning this change in American education. Following an analytical comparison of open and traditional schools, the author discusses some of the most important perceived problems relating to open schools. Problems noted are financing, staffing, difficult students and parents, noise levels in open areas, personal space, attendance and advising, and reentry into traditional schools.

ED 083 058

Oswald, James M. RESEARCH IN SOCIAL STUDIES AND SOCIAL SCIENCE EDUCATION: INTRODUCTION, ANALYSES, AND REVIEWS OF RESEARCH. 1972. 305pp. (Microfiche only).

An overview of the development of research in social studies education, representing investigations made during this century up to 1970, is presented in this reference handbook. The guide, designed to aid researchers in the field, is arranged into three main sections: Research in Social Studies and Social Science Education (where available resources are introduced), an analysis of the field of social studies research, and section three, the major section, is devoted to a series of twelve articles appearing between 1941 and 1970.

ED 083 091

Jwaideh, Alice, and Gerald W. Marker BRINGING ABOUT CHANGE IN SOCIAL STUDIES EDUCATION. 1973. 210pp.

This paper addresses itself to the unique problems of diffusion, adoption, and change in social studies, and with the principles and practices which can be applied to solve these problems.

ED 085 291

Spurgin, John H., and Gary R. Smith. IN THE NEW SOCIAL STUDIES. 1973. 160pp.

This survey identifies a number of materials and approaches in social studies/social science education containing one or more components useful for global education. These components are described analytically, in a format designed to facilitate comparisons among materials. Fourteen projects are analyzed and indexed. Twenty-two simulation/games and eight global education projects or organizations are annotated.

ED 085 292

Chapman, Katherine. GUIDELINES FOR USING A SOCIAL SIMULATION/GAME. 1973. 35pp.

The general approach of the guidelines is applicable to any of the simulation type activities now used in classrooms, although the orientation is specifically designed for simulation/games. The first part outlines the general teaching/learning approach, or philosophy, that underlies social simulation/games. The second part is a practical guide to preparing for and conducting social

simulation/games. Steps outlined are preliminary planning and preparations; game start-up, game play; debriefing; and teachers' post-game tasks.

ED 093 736

Chapman, Katherine, and others. SIMULATION/GAMES IN SOCIAL STUDIES: WHAT DO WE KNOW? 1974. 66pp.

This state-of-the-art paper, first in a series, provides teachers and other educational decision-makers with analytical and critical information about the use of simulation/games in social studies classrooms in order to promote and improve the use of this innovative educational technique. Discussed are non-computer, commercially available simulations and simulation/games intended for use at grades five through twelve.

ED 096 185

Turner, Mary Jane. THE STATUS OF POLITICAL SCIENCE INSTRUCTION IN AMERICAN SECONDARY SCHOOLS. June 1974. 35pp.

Recent shifts in thinking about precollegiate teaching of political science are the focus of this paper. The resulting new curriculum materials with political science content are described, using many specific examples: inter/multi-disciplinary materials, materials with single-discipline (other than political science) focus, materials with political science focus, area studies materials, and law-related materials. New trends in textbooks and related materials, games and simulations, and social action programs are also described.

ED 097 243

Vuicich, George, and Joseph Stoltman. GEOGRAPHY IN ELEMENTARY AND SECONDARY EDUCATION: TRADITION TO OPPORTUNITY. 1974. 77pp.

This paper documents the teaching of geography in the United States since 1800 and projects it into the future. Critical elements for geography education envisioned for the future are decision-making, valuing, and resolving conflict.

ED 098 085

Chapin, June R. SOCIAL STUDIES DISSERTATIONS: 1969-1973. PUBLICATION NO. 168. 1974. 311pp.

This publication contains 417 abstracts of doctoral dissertations done in social studies education from January 1969 through March 1973. All abstracts contained in the volume were excerpted from Dissertation Abstracts International. The purpose in compiling these dissertation abstracts is to aid persons who seek information on doctoral work done in social studies education.

ED 098 124

Kasschau, Richard A., and Michael Wertheimer. TEACHING PSYCHOLOGY IN SECONDARY SCHOOLS. 1974. 72pp.

The document's purpose is to establish a separate identity for high school psychology teachers by tracing the growth and documenting the breadth of

present-day psychology at the secondary school level. Discussion is limited primarily to high school psychology courses, where most curriculum development efforts and enrollment increases have occurred. A few efforts at the elementary and junior high school levels are also mentioned.

ED 102 037

Foshay, Arthur W. COPING WITH COMMUNITY CONTROVERSY: GUIDELINES FOR INTRODUCING NEW SOCIAL STUDIES PROGRAMS. 1974. 37pp.

Looking ahead, teachers will have to appear on public platforms, take part in public groups, and in general carry on a program of educating the public with respect to the nature of the social studies and the nature of the issues they wish the students of the schools to become competent in analyzing. Three principles that arise from the nature of the public school as a social institution are discussed in the paper.

ED 102 038

Turner, Mary Jane, and Frances Haley. UTILIZATION OF NEW SOCIAL STUDIES CURRICULUM PROGRAMS. 1975. 84pp.

The research in this report presents and analyzes data on the extent of use of nine new social studies curriculum materials in four states: California, Colorado, Connecticut, and Texas. Findings show that only 42 percent of the teachers use the materials. Holt Social Studies Curriculum is the most widely used of the nine, while Patterns in Human History is the least. Teacher characteristics affecting utilization include holding of a permanent contract, professional status, membership in professional organizations, and location of school.

ED 103 284

Superka, Douglas P., and Patricia L. Johnson. VALUES EDUCATION: APPROACHES AND MATERIALS. 1975. 164pp.

The difficulty of intelligently and systematically selecting from the overwhelming curriculum and teacher background materials being produced and disseminated in values education is a problem for educators and teachers. This book focuses on alleviating the problem, making the choice easier for users of values materials. Summaries of analyses of 13 sets of materials are included. The final chapter is an extensive annotated bibliography of over 200 student curriculum materials, teacher guides, and theoretical background materials available through commercial publishers and/or the ERIC system.

ED 103 286

Lippitt, Ronald. SOCIAL PSYCHOLOGY: A RESOURCE FOR ELEMENTARY AND SECONDARY EDUCATORS. 1975. 62pp.

The purpose of this publication is to link educators to some of the resources of social psychology, and to offer ideas and tools for use in enriching whatever role educators may play in elementary, secondary, or professional education. It briefly surveys the ingredients and dimensions of social psychology and then examines ten areas of educational practice which can benefit from the application of social-psychological resources.

ED 104 731

Hawke, Sharryl, and others. STATE ACCOUNTABILITY ACTIVITIES AND THE SOCIAL STUDIES: A NATIONWIDE SURVEY, A PROPOSED GENERAL ACCOUNTABILITY MODEL, AND SOME GUIDELINES. 1975. 125pp.

The survey reported in this document was undertaken by ERIC/ChESS in the fall of 1973 to see how social studies fits into state accountability activities. The information obtained from the survey revealed social studies activity in accountability to be quite limited; therefore, general accountability activities are also discussed in the document. The basic data of the survey are condensed in a summary preceding the report.

ED 106 163

Foshay, Arthur W. TOWARD A HUMANE CURRICULUM. 1974. 25pp.

Educational institutions are not humane because they fail to deal with the human condition in all its variety and meaning. They continue to affirm only the intellectual part of the human being as if it were the whole person. Instead, the human condition is made up of six qualities including the intellectual, emotional, social, psychological, aesthetic, and spiritual. Subject matter must be responsive to these six categories in addition to teacher goals for student development. An analytical framework for incorporating both teacher goals and human qualities is presented and current and potential curricula are evaluated within the human analytical framework.

ERIC CLEARINGHOUSE ON TEACHER EDUCATION (SP)

ED 070 752

Haberman, Martin, and others. STUDENTS' RIGHTS: A GUIDE TO THE RIGHT OF CHILDREN, YOUTH, AND FUTURE TEACHERS. 1973. 72pp.

This paper summarizes the rights of students in elementary and secondary schools. This is presented through case histories. The decisions are grouped into the categories of freedom of expression, search and seizure, dress and grooming, invasion of privacy, and discipline. The rights of students in programs of teacher eduction are then discussed. The final section presents a Bill of Rights for future teachers. Student teachers' and interns' rights are elaborations and extensions of the previous analysis of the rights of children and youth in lower schools.

ED 083 128

Mathieson, Moira B. OPENING THE DOORS OF OPPORTUNITY (PART 4 OF THE ERIC CLEARINGHOUSE ON TEACHER EDUCATION PROJECT ON CAREER EDUCATION). October 1973. 48pp.

This document discusses the topic of career education from a variety of viewpoints. Keynoting the paper is a detailed analysis of remarks on the topic made by Sidney Marland at the 1971 meeting of the NASSP in Houston. There follows a number of discussions, definitions, and arguments by various authorities concerning the concept of work and how it applies to career education. A final selection considers the implications of these varying opinions and the present position of NIE.

ED 087 714

Thurman, Robert. FLEXIBILITY ON PROGRAM PLANNING AND NCATE STANDARDS. February 1974. 23pp.

Flexibility is defined, and the purpose and design of NCATE standards are discussed. Thurman indicates that deliberate effort has been made in the standards to encourage individuality, imagination, and innovation. In spite of this, questions about flexibility persist, for reasons which he gives in detail. Each of the reasons is examined in relation to the standards. Thurman advocates working within the standards to improve and develop programs, and further explication of the standards by NCATE.

ED 087 715

Gayles, Anne Richardson. PROFESSIONAL LABORATORY EXPERIENCES AT THE PRESERVICE LEVEL. 1974. 28pp.

This monograph presents a completely theoretical analysis of data pertaining to professional laboratory experiences at the preservice level. The intention is to bring together in a useful pattern what is known and what is asserted about these experiences and to make specific functional proposals that, if implemented, may be conducive to enhacing the quality of professional laboratory experience.

ED 090 142

Althoff, Sally. A SELECTED ANNOTATED BIBLIOGRAPHY ON RECREATION. PART 1 OF A SERIES ON HEALTH, PHYSICAL EDUCATION, AND RECREATION. April 1974. 66pp.

This selected bibliography includes both document abstracts from RIE and journal article citations from CIJE focusing on recreation. The bibliography is divided into two sections: the document abstracts and the journal citations.

ED 090 143

Eyler, Marvin. A SELECTED ANNOTATED BIBLIOGRAPHY ON PHYSICAL EDUCATION. PART 2 OF A SERIES ON HEALTH, PHYSICAL EDUCATION, AND RECREATION. May 1974. 72pp.

This is a selected bibliography of materials on physical education which are contained in the ERIC system. It is divided into two sections: document abstracts taken from RIE (1966-present), and journal articles taken from CIJE.

ED 090 144

Schmieder, Allen, comp. LITERATURE SEARCHES OF MAJOR ISSUES ON EDUCATIONAL REFORM. February 1974. 280pp.

Contained in this publication are the extensive abstracts of 20 papers on education reform which are included in the ERIC system. These articles cover topics such as institutional and educational change, the relationship between training and change, preservice and inservice teacher education, incentive systems, simulation and protocol materials in teacher education, competency-based education, needs assessment, instructional models, British primary education, Brunerian curriculum, and many more.

ED 090 145

Ohliger, John. BIBLIOGRAPHY OF COMMENTS ON THE ILLICH-REIMER DESCHOOLING THESES. April 1974. 65pp.

This bibliography is divided into three parts: (a) reprint of an article which discusses the influence of Illich and Reimer and comments briefly on the books written about them and their ideas; (b) a partial listing of the writings of Illich and Reimer, which are commented on in (c) the books and articles listed in the main bibliography, which cites 570 different authors writing in 71 books and 351 journals, magazines, and newspapers issued in 30 countries.

ED 090 146

Mathieson, Moira B. A BRIEF BIBLIOGRAPHY ON TEACHER EDUCATION AND AMERICAN INDIANS. April 1974. 23pp.

This bibliography consists of 30 citations of documents reported in RIE, all of which deal with teacher education aspects of American Indian education. Each entry includes information on the author, title, publisher, date of publication, pagination, availability, and an abstract.

ED 090 147

Leyba, Charles. A BRIEF BIBLIOGRAPHY ON TEACHER EDUCATION AND CHICANOS. April 1974. 17pp.

The bibliography contains 25 citations of ERIC documents.

ED 091 343

Burdin, Joel L., comp., and others. FORECASTING THE EDUCATIONAL FUTURE. June 1974. 74pp.

This collection of essays on futurism is intended to open avenues for exploration, raise pertinent issues, and direct attention to new considerations.

ED 092 485

Meierhenry, Wesley C. COMPENDIUM OF NONCOMMERCIALLY PREPARED NONPRINT RESOURCES IN EDUCATIONAL PERSONNEL PREPARATION. July 1974. 263pp.

This compendium is designed as a reference tool for the identification of nonprint educational material produced by institutional or nonprofit agencies. The main body lists materials alphabetically by title in six sections: (1) audio cassettes, tape reels, and phonodiscs; (2) games and simulation; (3) motion pictures; (4) multi-media; (5) slides, filmstrips, tapes; and (6) video tapes.

ED 096 243

Pasch, Marvin. PROGRAMMATIC DEVELOPMENT OF IN-SERVICE TEACHER EDUCATION. September 1974. 19pp.

A "programmatic concept" of in-service education is suggested. In-service

activity congruent with the concept must emerge from an operational complex which has demonstrated the capability to create and/or diffuse instructional programs targeted to a group of teachers with particular needs. Three approaches which fit the criterion rule are described. Examples which fit each of the three approaches are presented.

ED 097 291

Freeman, Larry. THE IMPACT OF LEGAL DECISIONS ON THE FUTURE OF EDUCATION. November 1974. 26pp.

The author examines the rationale for teacher licensing procedures and the interpretation of Title VII. Recent court opinions are discussed, covering such topics as principles of neutrality with respect to language, obscenity, study of comparative religion, Indian education, and the tradition of the Amish community. A model for preparing educational personnel to assist in the building and preservation of community identity is proposed.

ED 097 293

DiTosto, Evelyn. IN-SERVICE TRAINING FOR THE BEGINNING TEACHER. November 1974. 15pp.

In the first years of teaching, provision should be made to diagnose, prescribe, and program for the beginning teacher; to correct teaching weaknesses; and to develop competencies. Several exemplary programs suggest 10 steps that could help in developing a 2-year program of inservice training for the beginning teacher.

ED 097 317

Adams, Doris Hill. IN-SERVICE EDUCATION FOR TEACHERS OF DISADVANTAGED ADULTS. November 1974. 12pp.

Inservice education for Adult Basic Education teachers is a relatively new development and teachers need to understand why students are taking the courses. A review of the literature shows that the majority attended classes for reasons other than course content. Studies show a significant differences between ABE students' goals and teacher perceptions of these goals. Implications of these differences are discussed and it is concluded that the teacher needs to understand the students' motives in order to modify the program so that the desired objectives will be reached.

ED 098 142

Larson, Rolf W. ACCREDITATION PROBLEMS AND THE PROMISE OF PBTE. November 1974. 32pp.

This paper examines the relationship between the accreditation of teacher education institutions and performance-based teacher education. Basic accreditation problems are discussed. Currently, institutional and teacher education goals are vague. Performance-based teacher education, which requires the explicit definition of expected competencies, could help to move accreditation toward being based on elements of substantive achievement and could encourage rethinking of admissions criteria.

ED 098 143

Schmieder, Allen A., and Sam J. Yarger. TEACHING CENTERS: TOWARD THE STATE OF THE SCENE. November 1974. 66pp.

After a brief discussion of the problems of naming projects in teaching centers, the authors identify some roots of the movement and analyze the extent and nature of teaching centers. Eighteen selected summary tables from a survey by Syracuse University are included. A typology of teaching centers identifies seven organizational types and four functional types. Major issues for center designers are listed. Current resources are included.

ED 099 308

Edelfelt, Roy A. IN-SERVICE TEACHER EDUCATION--SOURCES IN THE ERIC SYSTEM. January 1975. 17pp.

A total of 256 ERIC 1973-4 citations dealing with inservice teacher education was reviewed. Although many subjects were treated, the reports reflect little attempt to formulate a comprehensive program. Often objectives were narrow and unrelated to a larger purpose. None of the reported programs was comprehensive, dealing broadly with the professionalization of teachers in a full sense. Few of the reports dealt with formal graduate study.

ED 099 309

Imig, David. ALTERNATIVES FOR SCHOOLS OF EDUCATION CONFRONTED WITH ENROLLMENT AND REVENUE REDUCTIONS. January 1975. 19pp.

Some options are identified as eliminating non-productive programs and courses, emphasizing training in areas where shortages exist, refocusing the orientation of institutions to meet the training needs of nonschool settings, and expanding school service components. Additional questions exist as to whether in the future society will be willing to support a teaching force adequate for peak demand periods and whether employment alternatives should be considered.

ED 099 310

Althoff, Sally A. PREPARING TEACHERS, STUDENTS, AND CITIZENS TO DEAL CONSTRUCTIVELY WITH THE PROBLEMS AND POTENTIALITIES OF AGING. January 1975. 80pp.

This monograph offers information, suggestions, and proposals to teachers, students, and citizens to increase their understanding of the aging process in both its physiological and psychosociological aspects.

ED 100 833

Dobson, Russell, and Judith Shelton Dobson. PARENTAL AND COMMUNITY INVOLVEMENT IN EDUCATION AND TEACHER EDUCATION. February 1975. 81pp.

This examination is in two parts. The brief first section considers the historical aspects, identifies the various possible kinds of involvement and the benefits that result, as well as barriers encountered. The second section is an extensive review of the literature.

ED 100 880

Lambert, Linda J. CONCERNS OF HISTORICALLY AND DEVELOPING BLACK INSTITUTIONS: A BIBLIOGRAPHY. February 1975. 50pp.

This annotated bibliography covers documents and journal articles dating from 1969 which are contained in the ERIC system.

ED 102 093

Thomas, Donald R., and others. FUTURISM AS AN APPROACH TO DECISION MAKING IN TEACHER EDUCATION. February 1975. 106pp.

This is a collection of five essays on futurism. Thomas contends that human beings will need more than ever to be taught the basic skills of communication and that communication will have to be multilingual. Katz explores the notion of teaching people to think, contrasting the Dewey inquiry model and the discipline model. Chin and Genova propose models for the reconstruction of knowledge, the process of knowledge utilization, and the place of selfhood. Rich argues that children must learn skills to create knowledge and the arts. Nash discusses the celebration of humanism.

ED 102 094

Hawkins, Donald E., and Marian F. Bendixsen. UTILIZATION OF INFORMATION RESOURCES IN PLANNING TEACHER PROFESSIONAL PREPARATION PROGRAMS. February 1975. 53pp.

This publication is designed to provide teacher educators and educational innovators and decision-makers with information that will help them to manage change. Societal and reform pressures are identified in the first section. The second section discusses finance, facilities, and curriculum as the major areas of institutional activity affecting planning for teacher education. In section three an ideal dissemination and utilization system is outlined. The last section deals with some major information resources for planning teacher education.

ED 102 095

Howey, Kenneth. PROMISING PRACTICES IN THE TRAINING AND RENEWAL OF TEACHER EDUCATORS. February 1975. 64pp.

This monograph reviews a variety of trends and programs in the preservice and in-service training of teacher educators. Diversified instructional formats are discussed. Methods of computer-assisted instruction and the use of consulting groups are also explored as vehicles used to train teacher educators.

ED 102 097

Sinclair, Ward. FIELD-BASED TEACHER EDUCATION AND K-12 PERSONNEL RESPONSIBILITIES IN TEACHER EDUCATION: A REVIEW. February 1975. 84pp.

This monograph traces the development of field-based teacher education in the United States from the first state-supported normal school to the present questions of control and the dual system of standards. Topics reported include unions and associations, competency-based teacher education, local needs, teacher centers, reciprocity systems, and economic problems.

ED 102 135

Aquino, John. SOCIAL STUDIES FOR THE INTERMEDIATE GRADES: AN ANNOTATED BIBLIOGRAPHY. 1975. 27pp.

The bibliography deals with current topics in social studies and is divided into three sections: curriculum, teaching methods, and global/interpersonal learning.

ED 104 841

Aquino, John, and Lorraine Poliakoff. HEALTH EDUCATION: DRUGS AND ALCOHOL: AN ANNOTATED BIBLIOGRAPHY. 1975. 33pp.

The document begins with an article on what drug abuse is and how educators can deal with it. The annotated listing is divided into sections on drug abuse, drug education, alcohol abuse, alcohol education, and venereal disease. Most post-1971 entries are journal articles.

EJ 090 303

Mathieson, Moira B. DON'T FORGET THE IRISH! Journal of Teacher Education 24 (No. 3, Wtr 73):322, 324-5.

This journal article is an annotated bibliography of material on multiculturalism.

EJ 095 556

Poliakoff, Lorraine. OPENING UP THE VIEW. Journal of Teacher Education 25 (No. 1, Spr 74):52, 54-58.

This is an annotated bibliography on teacher centers.

ERIC CLEARINGHOUSE ON TESTS, MEASUREMENT, AND EVALUATION (TM)

ED 080 582

STATE EDUCATIONAL ASSESSMENT PROGRAMS. 1973 REVISION. 1973. 104pp.

This publication has two major parts. The first is a paper by Joan Beers, Pennsylvania Department of Education, and Paul Campbell, Educational Testing Service, which describes, analyzes, and interprets the most significant portions of data collected in a second survey of the status of state educational assessment programs. The second part is a report of the assessment activities of each of the 50 states, the District of Columbia, Puerto Rico, and the Virgin Islands.

ED 083 284

Klein, Stephen P.; and Jacqueline Kosecoff. ISSUES AND PROCEDURES IN THE DEVELOPMENT OF CRITERION REFERENCED TESTS. September 1973. 18pp.

The basic steps and procedures in the development of criterion referenced tests (CRT's), as well as the issues and problems associated with these activities are

discussed. The discussions also focus on purpose and defining characteristics of CRT's, results of a survey conducted to assess current efforts in CRT testing, and defining characteristics of a large number of current testing programs. From the analysis, ten questions that the CRT developer must answer in order to clarify the nature and effort of a CRT are provided.

ED 087 789

STATE TESTING PROGRAMS: 1973 REVISION. November 1973. 65pp.

The purpose of the survey was to obtain information to prepare a profile of state testing programs. One section of the report summarizes the data on the 42 testing programs that were operated in 33 states during the 1972-3 school year. Detailed program descriptions for each state are presented in the second section.

ED 099 424

Brickley, Richard R.; and Carolyn V. Trohoski. THE EVALUATION OF EDUCATIONAL INFORMATION CENTERS. TM REPORT NO. 34. December 1974. 15pp.

The evaluation issues are approached in light of these components: user needs, information resources (data bases), question negotiation (search and retrieval), impact and utilization, and cost effectiveness.

ED 099 425

Larsen, Edwin P. OPENING INSTITUTIONAL LEDGER BOOKS-A CHALLENGE TO EDUCATIONAL LEADERSHIP: SUGGESTIONS FOR TALKING TO SCHOOL-COMMUNITY GROUPS ABOUT TESTING AND TEST RESULTS. TM REPORT NO. 28. December 1974. 13pp.

Three key areas are outlined dealing with the development of public understanding of testing: (1) Why tests are administered in schools; (2) Types of tests used with explanations of them; (3) Interpretation of test norms. Finally, the following are proposed: assume leadership--an advocacy position in identifying discrepancies in pupil performance (needs), relate results to instructional efforts, discuss resource needs of the district and school, outline noninstructional problems the school and community must address, and approximate accountability.

ED 099 426

Severy, Lawrence J. PROCEDURES AND ISSUES IN THE MEASUREMENT OF ATTITUDES. TM REPORT NO. 30. December 1974. 13pp.

Issues relevant to the nature of attitudes are discussed. The reader is referred to works indexing a variety of existent attitude scales. The way in which one constructs, administers, scores, interprets, and presents findings of an original attitude measuring device is discussed comprehensively, and yet in a nontechnical fashion for administrators, educators, graduate students, novice researchers, and program and project directors.

ED 099 427

Knapp, Joan. A COLLECTION OF CRITERION-REFERENCED TESTS. TM REPORT NO. 31. December 1974. 13pp.

Twenty-one criterion-referenced tests are cited, and for each the following information is provided: description, format and administration, response mode and scoring, technical information, and references. This annotated bibliography does not list every test that has been labeled criterion-referenced, but it typifies the variety of tests that are available.

ED 099 428

Kent, William P. ADULT BASIC EDUCATION PROGRAMS, STUDENTS, AND RESULTS. TM REPORT NO. 33. December 1974. 7pp.

The study summarizes a survey of a nationwide sample of students, teachers, and administrators involved in Adult Basic Education (ABE) programs funded under the Adult Basic Education Act of 1966. The sample investigated by the study included 2,300 in 200 classes, 90 programs, and 15 states. Data were collected on programs and classroom characteristics; students were tested twice and interviewed three times.

ED 099 429

Ebel, Robert L. STATE TESTING PROGRAMS: STATUS, PROBLEMS, AND PROSPECTS. TM REPORT 40. December 1974. 6pp.

The current status of state testing programs is assessed drawing primarily on information provided by the Educational Testing Service. Increases in state operated programs are indicated and are probably due to an increase in federal money for testing purposes. A history of state testing programs is made, and various types of tests are evaluated.

ED 099 430

Eash, Maurice J., and others. EVALUATION DESIGNS FOR PRACTITIONERS. TM REPORT NO. 35. December 1974. 6pp.

Four evaluation designs used in natural settings are described. Each involves an evaluation study that takes into account a variety of constraints, but nevertheless provides a basis for subsequent program and/or organizational decision. The study includes a true experimental design in a field setting, a nonequivalent control groups design, a time series design, and a no comparison groups design.

ED 099 431

Flaugher, Ronald L. BIAS IN TESTING: A REVIEW AND DISCUSSION. TM REPORT NO. 36. December 1974. 10pp.

Recent empirical evidence concerning sex and racial bias in testing is discussed. Pertaining to fairness in test use, methodological developments undermining the traditional statistical model of fairness previously accepted without question are described in some detail. The "new measures" approach to test bias is seen as

essentially an abandonment of, or a reduced emphasis on, the traditional measures of status of aptitude and achievement.

ED 099 432

Feldmesser, Robert A., and Esther Ann McCready. INFORMATION FOR PARENTS ON SCHOOL EVALUATION. TM REPORT NO. 42. December 1974. 7pp.

A thorough search of the literature on school evaluation produced less than a dozen resources for parents that would (1) enable them to decide what types of information they need, (2) suggest how they might obtain the information, and (3) indicate how the information might be interpreted to make a judgment on school quality. The characteristics, strengths, weaknesses, similarities, and differences of these resource materials are summarized. Further steps that might be taken are recommended.

ED 102 208

Bradley, Robert H., and Bettye M. Caldwell. ISSUES AND PROCEDURES IN TESTING YOUNG CHILDREN. TM REPORT NO. 37. December 1974. 16pp.

Because of the developmental characteristics of young children, the potential user of tests for educational evaluation needs to be keenly aware of the kinds of decisions which can be made on the basis of testing and to the limitations of testing when young children serve as subjects. Several decision types are discussed: program planning and evaluation, screening, and administrative decisions. After considering the type of decision to be made as a factor in test selection, several test characteristics should be considered: practical criteria, including relevance, scope, timeliness, importance, efficiency and credibility; validity--content, discriminant, criterion, content, and edumetric; test reliability; and test bias.

ED 102 209

Stodolsky, Susan S. OPEN EDUCATION: A CHALLENGE TO EVALUATORS. REPORT NO. 29. December 1974. 25pp.

A review of selected literature on evaluation of open education programs provides a background for the author to discuss the conditions essential to open education and the evaluation of its effectiveness. Other factors mentioned are: (1) the importance of the types of measuring instruments used to evaluate these programs, (2) the application of the classic evaluation paradigm, (3) lack of procedures for assessing the kinds of behaviors of interest to open education programs.

ED 102 210

Read, Peter B. ON THE CONFIDENTIALITY OF STUDENT TEST SCORES. REPORT NO. 32. December 1974. 32pp.

A discussion of the limited meaning of test scores, testing as an invasion of privacy, the abuse of test scores as confidential information and privileged communication, recording and storing of test results, access to test scores, and the demand for accountability forms the basis for recommendations for the release of individual and group tests scores. These suggestions are consonant with recommendations of various professional organizations, the guidelines

prepared by a conference sponsored by the Russell Sage Foundation in 1970, and numerous court cases.

ED 102 211

Tractenberg, Paul L.; and Elaine Jacoby. PUPIL TESTING: A LEGAL VIEW. REPORT NO. 38. December 1974. 26pp.

This paper is concerned primarily with standardized tests, since it is they that have been attacked in the courts. Each type of test that has been dealt with in court cases is treated here. Specifically, they are: group and individually administered intelligence, aptitude, and achievement tests.

ED 102 212

Tuckman, Bruce W.; and Joseph A. Carducci. EVALUATING CAREER EDUCATION: A REVIEW AND MODEL. REPORT NO. 39. December 1974. 35pp.

Six areas were isolated as crucial indices of the adequacy of career education. These were: self-awareness, career-awareness, decision-making skills, overall school behavior, career competencies, and career attitudes and interests. Measures in all six areas should be obtained for the evaluation of career education programs, preferably obtained through experimental and quasi-experimental designs with pretest data, rather than through case study methods.

ED 103 493

Donlon, Thomas F. TESTING IN THE AFFECTIVE DOMAIN. ERIC/TM REPORT NO. 41. December 1974. 32pp.

Recognizing that the emotional state of the student is integral to the ability to learn, educators now place emphasis on testing in the affective domain. This report focuses on such important areas as ethical considerations, difficulties in instrument design, categorization of emotional state, assessment techniques, and numerous types of item formats and scales.

EJ 099 099

Krumboltz, John D. AN ACCOUNTABILITY MODEL FOR COUNSELORS. Personnel and Guidance Journal 8 (No. 10, Jun 74):639-646.

A sound counselor accountability system would collate counselor accomplishments with costs. Better decisions could then be made about effective methods, staffing, student needs, and training. The system would define the domain of counselor responsibilities, use student behavior changes as evidence of counselor accomplishments, state counselor activities as costs, promote self-improvement, permit reports of failures and unknown outcomes, be designed by users, and be subject to revisions. An illustrative accountability report shows how the cost, but not the value, of an outcome can be estimated. Experimentation is needed in order to answer the practical implementation problems of the system.

ERIC CLEARINGHOUSE ON URBAN EDUCATION (UD)

ED 083 325

Barabas, Jean, comp. THE ASSESSMENT OF MINORITY GROUPS: AN ANNOTATED BIBLIOGRAPHY. ERIC-IRCS URBAN DISADVANTAGED SERIES, NUMBER 34, AUGUST 1973. 85pp.

The materials cited here represent information on: methods of assessing achievement, intelligence, personality factors, and attitudes; effects of testing on self concept and employment opportunities; prediction of academic success; reliability and validity of specific tests; criticism of the methods and use of assessment; test construction; use of assessment for educational placement and diagnosis; culture free and culture fair tests; performance differences on tests between majority and minority groups.

ED 086 748

Jablonsky, Adelaide. CURRICULUM AND INSTRUCTION FOR MINORITY GROUPS: AN ANNOTATED BIBLIOGRAPHY OF DOCTORAL DISSERTATIONS. ERIC-IRCD DOCTORAL RESEARCH SERIES, NUMBER 4, OCTOBER 1973. 108pp.

In an attempt to find answers to unanswered questions about the teaching-learning process, especially in relation to minority group children and youth and to students from low socioeconomic backgrounds, the ERIC/IRCD staff provided a comprehensive collection of abstracts on those areas of special interest to the Center. This document is one of several being prepared for the new series entitled ERIC/IRCD Doctoral Research Series.

ED 087 823

Gordon, Edmund W., and Derek Green. AN AFFLUENT SOCIETY'S EXCUSE FOR INEQUALITY: DEVELOPMENTAL, ECONOMIC, AND EDUCATIONAL. ERIC-IRCD URBAN DISADVANTAGED SERIES, NUMBER 35, JANUARY 1974. 18pp.

Recent publications by several writers have reintroduced notions that demand critical examination, particularly with reference to the processes of education, schooling, and upward mobility of people of low status in our society. These works have been the basis of recent attempts to use educational and behavioral science data to support the assertion that schooling can make little difference in the efforts of low-status people to achieve equality or a fair chance at survival. These positions are outlined in the document.

ED 090 332

Gussow, Joan Dye. NUTRITION AND MENTAL DEVELOPMENT. ERIC-IRCD URBAN DISADVANTAGED SERIES, NUMBER 36, FEBRUARY 1974. 45pp.

During the 1960's a growing body of experimental evidence suggesting that early malnutrition could affect the development and the functioning of the brain, was translated into a concern that nutritional deprivation might be producing permanent mental retardation among "disadvantaged" children. The purpose of this paper is to show, through a review of the relevant literature, that such a concern, while humanitarian in its inspiration, is misplaced. The bulk of the report dwells on the available evidence and also discusses other factors besides hunger which affect classroom performance.

ED 092 648

Samuda, Ronald J. RACIAL DISCRIMINATION THROUGH MENTAL TESTING: A SOCIAL CRITIC'S POINT OF VIEW. IRCD BULLETIN, NUMBER 42, MAY 1973. 18pp.

This paper, based on a book on the assessment of minority students, is a critical review of the research done heretofore on intelligence testing. It deals with such issues as: the social criticism of testing through numerous lawsuits, court rulings, and in the positions taken by the Association of Black Psychologists and the American Personnel and Guidance Association; the use of IQ tests for grouping purposes; experiments related to the test environment; the self-fulfilling prophecy; and, the effects of language differences on test results. It is held that the present trend points toward an expansion and elaboration of psychometrics rather than an abolition of objective tests.

ED 094 052

Woloshin, Renee. PERSONALITY AND FAMILY BACKGROUND CORRELATES OF ACADEMIC PERFORMANCE IN MINORITY STUDENTS. ERIC/IRCD URBAN DISADVANTAGED SERIES NUMBER 37. July 1974. 23pp.

Intellective measures such as aptitude test scores and previous school grades have long been used to predict a student's future academic potential, and they have shown high correlations with college grades. However, among minority students there is evidence that they often defy what one would predict on the basis of aptitude tests scores and past grades. Perhaps, then, it would be wiser to look at noncognitive areas of behavior. This document examines such areas and divides them into two broad categories: personality traits and family characteristics. It is found that it is difficult to draw any definite conclusions regarding such relationships.

ED 094 053

Jablonsky, Adelaide, comp. RESEARCH ON THE EDUCATION OF BLACK AND BLACK-WHITE POPULATIONS: AN ANNOTATED BIBLIOGRAPHY OF DOCTORAL DISSERTATIONS. ERIC-IRCD DOCTORAL RESEARCH SERIES, NUMBER 5, JUNE 1974. 56pp.

The fifth of the series citing doctoral research as indexed in "Dissertation Abstracts," this bibliography includes selected items encompassing aspects that affect black and black-white populations such as: reading and language arts; self concept; attitudes, aspirations, and behavior; parental and cultural influences; and vocation.

ED 094 054

Jablonsky, Adelaide, comp. THE EDUCATION OF PUERTO RICAN CHILDREN AND YOUTH: AN ANNOTATED BIBLIOGRAPHY OF DOCTORAL DISSERTATIONS. ERIC-IRCD DOCTORAL RESEARCH SERIES, NUMBER 6, JUNE 1974. 39pp.

The sixth annotated bibliography in the Doctoral Research Series, this compilation includes citations of studies of Puerto Rican children on the mainland, comparisons of Puerto Rican students with those of other ethnic groups, and studies of schools and students in Puerto Rico.

ED 094 090

McLaughlin, Milbrey W. IMPLEMENTATION OF ESEA TITLE I: A PROBLEM OF COMPLIANCE. ERIC/IRCD URBAN DISADVANTAGED SERIES, NO. 39. August 1974. 32pp.

The general verdict after almost a decade since the passage of Title I is that the implicit challenge embodied in Title I has not been met--that Title I has failed as an instrument of national policy. Thus, the most immediate and difficult task for federal educational policy makers is not just the identification of more effective educational treatments, but the formulation of incentives which encourage local districts to establish "special programs for the disadvantaged."

ED 095 227

Bobson, Sarah, comp. NONSTANDARD DIALECTS: AN ANNOTATED BIBLIOGRAPHY OF ERIC REFERENCES. ERIC-IRCD URBAN DISADVANTAGED SERIES, NO. 38. August 1974. 97pp.

The focus of this bibliography is on the use of variations of Standard English--often called "Nonstandard Dialects"--both in and out of the classroom. Most of the documents deal with black English. Tbe document does not deal with bilingualism, although several studies of bilingualism are cited here because of their relationship to dialect problems.

ED 096 362

Jablonsky, Adelaide, comp. DROPOUTS: AN ANNOTATED BIBLIOGRAPHY OF DOCTORAL DISSERTATIONS. ERIC-IRCD DOCTORAL RESEARCH SERIES, NO. 8, AUGUST 1974. 126pp.

This bibliography is divided into the following categories: Dropout Prediction, Dropout Prevention, Characteristics of Dropouts, Characteristics of Potential Dropouts, and School Climate and Teacher Influence on School Holding Power.

ED 102 223

Jablonsky, Adelaide, comp. SPECIAL SECONDARY SCHOOL PROGRAMS FOR THE DISADVANTAGED: AN ANNOTATED BIBLIOGRAPHY OF DOCTORAL DISSERTATIONS. ERIC-IRCD DOCTORAL RESEARCH SERIES, NUMBER 7, AUGUST 1974. August 1974. 71pp.

This annotated bibliography encompasses doctoral research on this subject reported in "Dissertation Abstracts" from 1965 through June 1973.

ED 102 226

Jayatilleke, Raja. HUMAN RELATIONS IN THE CLASSROOM: AN ANNOTATED BIBLIOGRAPHY, SUPPLEMENT 3. ERIC-IRCD URBAN DISADVANTAGED SERIES, NUMBER 40, AUGUST 1974. 50pp.

This bibliography is an annual supplement to the first bibliography on human relations in the classroom (ED 051 315), and includes related documents from RIE and CIJE issues for 1973.

ED 102 269

Gordon, Edmund W. NEW PERSPECTIVES ON OLD ISSUES IN EDUCATION FOR THE MINORITY POOR.

IRCD BULLETIN, VOLUME 10, NUMBER 1, WINTER 1975. 16pp.

Some progress has been made in education of disadvantaged populations--more money is spent, greater numbers of trained teachers of disadvantaged students, vocational education, ethnic pluralism in educational materials, and the like. But education is no antidote to poverty. When other societal resources are unequally distributed, quality of schooling becomes even more important.

ED 109 292

Hurwitz, Neal. COMMUNICATIONS NETWORKS AND THE URBAN POOR. EQUAL OPPORTUNITY REVIEW, MAY 1975. 7pp.

Communications research and social science analysis are considered to have revealed several essential features in the communications environment of American citizens. The purpose of this article is to consider the way these features affect low-income members of society, particularly minorities in urban areas.

ED 109 293

Passow, A. Harry. NEW CURRICULA FOR MULTI-ETHNIC SCHOOLS. EQUAL OPPORTUNITY REVIEW, JUNE 1975. 7pp.

This paper asserts that most of the urban and suburban schools are racially and ethnically isolated. Consequently, what are needed are curricula suited to a culturally diverse population which does not attend culturally and ethnically diverse schools. Thus, one issue requiring examination is the extent to which curricula are similar or different for culturally diverse student populations in contrast to culturally homogenous groups. While it is held that schools must certainly do a far more effective job in the basic skills areas, an education for a culturally pluralistic society must have a broader focus which deals with affective and cognitive development, and with personal and interpersonal skills.

ED 111 908

Mann, Dale. TEN YEARS OF DECENTRALIZATION: A REVIEW OF THE INVOLVEMENT OF URBAN COMMUNITIES IN SCHOOL DECISION-MAKING. Summer 1975. 21pp.

Four areas concerning educational decisions, said to be shared as goals by lay communities and school people, are considered to be: institutional responsiveness, affective and material community support to schools, educational achievement, and the democratic principle. Four paths through which involvement may affect educational achievement are cited: existing evidence to support the paths of parent self-efficacy; institutional/child congruence; community support; and, student self-efficacy. Speculations about needed research are made.

ED 113 431

Grannis, Joseph C. COMMUNITY COMPETENCE AND INDIVIDUATION: THE EFFECTS OF DIFFERENT CONTROLS IN EDUCATIONAL ENVIRONMENTS. 1975. 20pp.

Based on an approach that analyzes the structure of educational processes in relation to the structure of its outcomes, this paper develops the argument that the function that a specific environment fulfills depends critically on who is in control within the environment, and suggests how to test this argument.

*Ability ED-113-431-UD
*Ability Grouping ED-102-211-TM
*Abstracts ED-078-614-EC
ED-080-379-SE, ED-084-765-EC, ED-085-820-EA, ED-085-917-EC, ED-085-918-EC,
ED-085-919-EC, ED-085-921-EC, ED-085-922-EC, ED-085-923-EC, ED-085-924-EC,
ED-085-941-EC, ED-085-942-EC, ED-086-378-RC, ED-088-717-SE, ED-090-704-EC,
ED-090-705-EC, ED-090-706-EC, ED-090-707-EC, ED-090-708-EC, ED-090-709-EC,
ED-090-710-EC, ED-090-711-EC, ED-090-713-EC, ED-090-714-EC, ED-090-723-EC,
ED-097-185-RC, ED-097-186-RC, ED-097-226-SE, ED-100-547-RC, ED-101-907-RC,
ED-101-909-RC, ED-102-805-EC, ED-102-806-EC, ED-102-808-EC, ED-103-274-SE,
ED-104-061-EC, ED-105-699-EC, ED-105-702-EC, ED-105-703-EC, ED-107-416-RC,
ED-107-427-RC, ED-107-428-RC, ED-107-429-RC, ED-111-637-SE, ED-113-187-SE,
ED-114-258-SE, ED-114-288-SE
*Academic Achievement ED-085-127-RC
ED-092-239-PS, ED-092-240-PS, ED-093-031-EA, ED-094-052-UD, ED-111-908-UD
*Academic Standards ED-087-714-SP
*Accountability ED-100-537-RC
ED-104-731-SO, ED-114-261-SE
*Accounting ED-102-919-HE
*Accreditation (Institutions) ED-087-714-SP
ED-098-142-SP
*Activity Learning ED-102-021-SE
ED-104-720-SE
*Administration ED-078-630-EC
*Administrative Organization ED-085-051-JC
ED-100-441-JC, EJ-102-999-JC, EJ-118-006-JC
*Administrative Personnel ED-081-105-EA
ED-083-665-EA, ED-088-139-EA, ED-089-811-JC, ED-091-035-JC, ED-094-447-EA,
ED-094-448-EA, EJ-102-999-JC
*Administrator Characteristics ED-091-035-JC
*Administrator Education ED-082-270-EA
ED-082-271-EA, ED-089-391-EA, ED-099-951-EA, ED-102-643-EA, ED-105-545-EA
*Administrator Evaluation ED-084-651-EA
ED-094-448-EA, ED-094-451-EA
*Administrator Guides ED-094-451-EA
*Administrator Qualifications ED-086-267-JC
*Administrator Responsibility ED-089-811-JC
ED-099-043-JC
*Administrator Role ED-077-127-EA
ED-082-286-EA, ED-089-811-JC, ED-091-035-JC, ED-092-210-JC, ED-094-448-EA,
ED-096-730-EA, ED-099-951-EA, ED-099-953-EA
*Administrator Selection ED-102-640-EA
*Admission Criteria ED-082-747-JC
*Adolescent Literature EJ-115-670-CS
*Adolescents ED-083-531-CG
*Adoption (Ideas) ED-083-091-SO
*Adult Basic Education ED-097-317-SP
ED-099-428-TM, ED-105-779-FL
*Adult Education Programs ED-083-667-EA
ED-099-428-TM
*Adult Students ED-096-892-HE
*Advisory Committees ED-099-954-EA
*Aesthetic Education EJ-105-745-CS

*Affective Behavior ED-103-493-TM
*Affective Objectives ED-097-698-CS
*Affective Tests ED-103-493-TM
*Agencies ED-090-715-EC
*Agricultural Laborers ED-105-905-IR
*Air Inflated Structures ED-085-817-EA
*Air Structures ED-085-817-EA
*Air Supported Structures ED-085-817-EA
*Alcohol Education ED-104-841-SP
*Alcoholism ED-104-841-SP
*Algorithms ED-113-152-SE
*Alternative Schools ED-081-650-SO
*American English ED-111-176-FL
*American Indian Languages ED-104-168-FL
*American Indians ED-086-378-RC
ED-090-146-SP, ED-092-264-RC, ED-100-547-RC, ED-103-148-FL, ED-103-148-RC, ED-104-588-RC, ED-107-427-RC
*Analytical Criticism ED-092-648-UD
*Annotated Bibliographies ED-089-391-EA
ED-078-346-CG, ED-078-614-EC, ED-081-532-RC, ED-082-217-CS, ED-082-495-IR, ED-082-534-IR, ED-082-535-IR, ED-082-699-HE, ED-082-881-RC, ED-083-325-UD, ED-083-837-IR, ED-084-547-CS, ED-084-765-EC, ED-085-917-EC, ED-085-918-EC, ED-085-919-EC, ED-085-920-EC, ED-085-921-EC, ED-085-922-EC, ED-085-923-EC, ED-085-924-EC, ED-085-941-EC, ED-085-942-EC, ED-085-943-EC, ED-086-378-RC, ED-086-518-SE, ED-086-748-UD, ED-087-582-RC, ED-087-599-RC, ED-090-142-SP, ED-090-143-SP, ED-090-146-SP, ED-090-147-SP, ED-090-704-EC, ED-090-705-EC, ED-090-706-EC, ED-090-707-EC, ED-090-708-EC, ED-090-709-EC, ED-090-710-EC, ED-090-711-EC, ED-090-712-EC, ED-090-713-EC, ED-090-714-EC, ED-090-715-EC, ED-090-723-EC, ED-091-075-PS, ED-091-083-PS, ED-091-084-PS, ED-091-085-PS, ED-091-239-SE, ED-091-797-CS, ED-091-798-EA, ED-091-799-EA, ED-091-800-EA, ED-092-262-PS, ED-094-053-UD, ED-094-054-UD, ED-094-451-EA, ED-094-883-PS, ED-095-227-UD, ED-095-609-EA, ED-096-019-PS, ED-096-362-UD, ED-096-700-CS, ED-096-730-EA, ED-097-126-PS, ED-097-130-PS, ED-097-131-PS, ED-097-185-RC, ED-097-186-RC, ED-097-198-SE, ED-098-651-EA, ED-098-813-FL, ED-098-970-IR, ED-099-308-SP, ED-099-427-TM, ED-099-853-CS, ED-099-954-EA, ED-100-547-RC, ED-101-415-EA, ED-101-907-RC, ED-101-909-RC, ED-102-223-UD, ED-102-226-UD, ED-102-580-CS, ED-102-875-FL, ED-102-877-FL, ED-102-882-FL, ED-103-148-FL, ED-103-148-RC, ED-103-284-SO, ED-104-154-FL, ED-104-177-FL, ED-104-372-IR, ED-104-373-IR, ED-104-375-IR, ED-105-753-FL, ED-105-754-FL, ED-105-779-FL, ED-105-991-PS, ED-107-158-FL, ED-107-288-IR, ED-107-416-RC, ED-107-427-RC, ED-107-428-RC, ED-107-429-RC, ED-108-273-EA, ED-109-697-CS, ED-111-176-FL, EJ-090-303-SP, EJ-091-024-CS, EJ-095-556-SP
*Arbitration ED-089-602-HE
*Architects ED-083-665-EA
*Architectural Barriers ED-078-637-EC
*Architectural Programing ED-082-274-EA
*Art ED-105-703-EC
*Articulation (Program) ED-105-936-JC
EJ-101-326-JC
*Attendance ED-082-273-EA
*Attitude Tests ED-078-637-EC
ED-099-426-TM
*Attitudes ED-099-426-TM
ED-101-618-HE
*Audiovisual Aids ED-086-541-SE
ED-092-485-SP
*Audiovisual Instruction ED-104-373-IR
ED-108-685-IR
*Aurally Handicapped ED-090-710-EC
ED-090-711-EC

*Autoinstructional Aids ED-098-808-FL
*Autoinstructional Materials ED-098-808-FL
*Bachelors Degrees ED-098-857-HE
*Beginning Reading EJ-117-462-CS
*Beginning Teachers ED-097-293-SP
*Behavior Change ED-078-632
ED-078-634-EC, ED-083-532-CG, ED-092-243-PS
*Behavior Development ED-091-084-PS
*Behavioral Objectives ED-078-633-EC
ED-102-580-CS
*Behavioral Science Research ED-092-239-PS
*Behavioral Sciences ED-098-124-SO
*Bias ED-087-823-UD
*Bibliographic Citations EJ-111-397-JC
*Bibliographies ED-078-613-EC
ED-081-499-PS, ED-087-638-SE, ED-089-884-PS, ED-090-055-SE, ED-097-225-SE, ED-099-115-PS, ED-099-142-PS, ED-100-189-FL, ED-102-805-EC, ED-102-806-EC, ED-102-808-EC, ED-104-061-EC, ED-104-062-EC, ED-104-162-FL, ED-104-166-FL, ED-105-699-EC, ED-105-702-EC, ED-105-703-EC, ED-105-772-FL, ED-105-961-PS, ED-108-099-CG, ED-109-863-EC, ED-109-865-EC, ED-109-866-EC, ED-109-867-EC, ED-109-869-EC, ED-109-870-EC, ED-110-155-PS, ED-113-486-CE, EJ-098-245-JC, EJ-107-722-JC, EJ-109-712-JC
*Biculturalism ED-098-813-FL
*Bilingual Education ED-082-881-RC
ED-091-075-PS, ED-092-265-RC, ED-098-813-FL, ED-103-148-FL, ED-103-148-RC, ED-104-168-FL, ED-107-135-FL
*Bilingual Students ED-078-631-EC
ED-091-075-PS
*Bilingualism ED-097-291-SP
*Board of Education Role ED-096-077-RC
*Board Administrator Relationship ED-081-089-EA
*Boards of Education ED-091-802-EA
*Bond Issues ED-082-282-EA
*Booklists EJ-100-909-CS
EJ-110-878-CS
*Books EJ-115-670-CS
*Bus Transportation ED-082-272-EA
*Career Development ED-105-355-CG
*Career Education ED-083-128-SP
ED-102-212-TM, ED-108-099-CG, ED-113-436-CE, ED-113-486-CE, EJ-092-305-CE, EJ-094-284-CE
*Career Planning ED-083-128-SP
ED-094-813-JC
*Case Studies ED-090-905-HE
*Catalogs ED-092-485-SP
*Caucasian Students ED-094-053-UD
*Censorship EJ-117-350-CS
*Cerebral Palsy ED-085-920-EC
ED-085-943-EC
*Certification ED-105-545-EA
*Change Agents ED-104-588-RC
*Changing Attitudes ED-078-343-CG
*Child Abuse ED-102-805-EC
*Child Care Workers ED-110-158-PS
*Child Development ED-097-698-CS
ED-099-142-PS, ED-105-991-PS
*Child Language ED-092-260-PS
ED-104-177-FL, ED-107-157-FL
*Children ED-083-987-IR
ED-091-083-PS, ED-091-084-PS, ED-102-208-TM, ED-105-991-PS

*Childrens Books ED-097-698-CS
EJ-105-791-CS
*Church Related Colleges ED-082-699-HE
*Citation Indexes ED-081-532-RC
ED-097-185-RC, ED-097-186-RC, ED-107-416-RC, ED-107-428-RC, ED-107-429-RC
*Citizen Participation ED-099-954-EA
ED-100-833-SP
*Civil Rights ED-070-752-SP
*Class Activities ED-105-516-CS
ED-105-706-EC
*Class Management ED-092-243-PS
*Class Size ED-093-031-EA
*Classroom Communication ED-095-227-UD
*Classroom Environment ED-081-500-PS
*Clearinghouses EJ-092-361-CE
*Cloze Procedure ED-104-154-FL
*Cluster Colleges ED-103-061-JC
*Cognitive Ability ED-095-820-IR
*Cognitive Development ED-071-765-PS
ED-088-708-SE, ED-108-893-SE
*Cognitive Processes ED-095-823-IR
ED-097-198-SE
*Collective Bargaining ED-089-602-HE
ED-101-619-HE, ED-105-940-JC, ED-108-273-EA
*Collective Negotiation ED-089-602-HE
ED-096-730-EA
*College Administration ED-100-441-JC
*College Cooperation ED-105-936-JC
*College Credits ED-105-796-HE
*College Curriculum ED-095-955-JC
ED-107-718-JC
*College Deans ED-092-210-JC
EJ-114-639-JC
*College Faculty ED-081-411-JC
ED-081-425-JC, ED-081-426-JC, ED-084-994-HE, ED-091-034-JC, ED-094-821-JC,
ED-095-756-HE, ED-097-925-JC, ED-103-071-JC, EJ-114-639-JC
*College Freshmen ED-083-979-JC
ED-083-980-JC
*College Language Programs ED-104-168-FL
ED-107-158-FL
*College Programs ED-094-814-JC
*College Role ED-094-814-JC
ED-103-071-JC
*College School Cooperation ED-102-097-SP
EJ-111-398-JC
*College Students ED-083-933-HE
ED-088-393-HE
*College Teachers ED-099-043-JC
*Colleges ED-091-702-CS
*Communication (Thought Transfer) ED-078-637-EC
ED-085-798-CS, EJ-099-337-CS, EJ-102-489-CS
*Communication Problems ED-078-630-EC
ED-109-292-UD
*Communication Skills ED-085-798-CS
ED-098-642-CS
*Community Attitudes ED-101-618-HE
*Community Characteristics ED-113-431-UD

*Community Colleges ED-081-411-JC
ED-082-747-JC, ED-083-979-JC, ED-083-980-JC, ED-085-051-JC, ED-086-274-JC, ED-086-275-JC, ED-086-293-JC, ED-089-811-JC, ED-091-034-JC, ED-091-035-JC, ED-092-210-JC, ED-094-813-JC, ED-094-814-JC, ED-094-821-JC, ED-095-955-JC, ED-097-925-JC, ED-099-043-JC, EJ-080-885-JC, EJ-082-030-JC, EJ-082-048-JC, EJ-083-003-JC, EJ-089-863-JC, EJ-089-864-JC, EJ-093-355-JC, EJ-096-693-JC, EJ-102-996-JC, EJ-102-999-JC, EJ-114-376-JC, EJ-116-302-JC
*Community Control ED-084-621-EA
ED-096-077-RC
*Community Education ED-083-667-EA
ED-095-609-EA, EJ-111-398-JC
*Community Involvement ED-091-095-RC
ED-100-833-SP, ED-102-037-SO, ED-102-878-FL, ED-111-908-UD
*Community Resources ED-101-491-EC
ED-102-878-FL
*Community Responsibility ED-100-537-RC
*Community Schools ED-083-667-EA
ED-084-621-EA, ED-085-148-RC, ED-094-447-EA, ED-095-609-EA, EJ-111-398-JC
*Community Surveys ED-087-083-EA
*Commuting Students ED-090-887-HE
*Comparative Analysis ED-091-034-JC
ED-092-241-PS
*Comparative Education ED-082-623-HE
*Compensatory Education ED-087-599-RC
ED-102-269-UD
*Compensatory Education Programs ED-092-244-PS
ED-097-131-PS, ED-102-223-UD
*Composition Skills (Literary) ED-102-574-CS
*Computer Assisted Instructio ED-095-819-IR
ED-108-685-IR
*Computer Oriented Programs ED-085-819-EA
ED-091-343-SP
*Concept Formation ED-088-708-SE
ED-091-163-SE
*Conference Reports ED-078-613-EC
ED-092-263-RC, ED-101-954-SE, ED-105-355-CG
*Conferences ED-088-717-SE
ED-114-258-SE
*Confidentiality ED-102-210-TM
*Conflict ED-101-414-EA
ED-101-415-EA
*Conflict Resolution ED-101-414-EA
ED-108-273-EA
*Conservation Education ED-087-582-RC
ED-101-907-RC, ED-102-031-SE
*Consortia ED-114-003-HE
*Construction Management ED-082-274-EA
*Construction Programs ED-083-665-EA
*Continuous Learning ED-080-101-HE
*Contracts ED-084-994-HE
ED-088-139-EA
*Cooperating Teachers ED-102-097-SP
*Cooperative Education ED-080-100-HE
ED-086-275-JC
*Cooperative Planning ED-114-003-HE
*Cooperative Programs ED-080-100-HE
*Correspondence Schools ED-089-576-HE
*Cost Effectiveness ED-083-666-EA
ED-084-648-EA, ED-084-650-EA, ED-089-390-EA, ED-093-031-EA, ED-097-752-EA, EJ-099-099-TM

*Counseling ED-096-600-CG
ED-105-355-CG, ED-105-357-CG
*Counseling Effectiveness ED-078-343-CG
ED-094-813-JC
*Counseling Services ED-078-345-CG
EJ-109-712-JC
*Counselor Role ED-096-603-CG
*Counselor Training ED-094-813-JC
*Counselors ED-081-533-RC
EJ-099-099-TM
*County Programs ED-088-632-RC
*Course Descriptions ED-095-955-JC
*Court Cases ED-082-272-EA
ED-082-273-EA, ED-083-933-HE, ED-084-994-HE, ED-085-930-EC, ED-086-077-HE,
ED-091-802-EA, ED-102-641-EA
*Court Litigation ED-105-546-EA
ED-105-547-EA, ED-107-135-FL
*Creative Ability ED-090-723-EC
*Creative Dramatics ED-105-516-CS
EJ-091-024-CS, EJ-099-337-CS
*Criterion Referenced Tests ED-083-284-TM
ED-099-427-TM
*Cross Cultural Studies ED-099-115-PS
ED-110-155-PS, ED-110-157-PS
*Cultural Background ED-092-264-RC
*Cultural Differences ED-097-291-SP
ED-099-115-PS, EJ-090-303-SP
*Cultural Education ED-107-368-PS
*Cultural Pluralism ED-090-146-SP
ED-107-368-PS, ED-109-293-UD, EJ-090-303-SP
*Culturally Different ED-109-870-EC
*Curriculum ED-097-198-SE
*Curriculum Development ED-079-816-EA
ED-085-697-CS, ED-085-798-CS, ED-086-748-UD, ED-091-343-SP, ED-093-256-HE,
ED-093-736-SO, ED-094-447-EA, ED-096-692-CS, ED-096-954-IR, ED-097-243-SO,
ED-100-559-RC, ED-102-037-SO, ED-102-038-SO, ED-106-163-SO, ED-107-368-PS,
ED-109-293-UD
*Curriculum Evaluation ED-079-816-EA
ED-085-697-CS, ED-096-692-CS, ED-096-954-IR, ED-103-284-SO, ED-114-260-SE
*Curriculum Guides ED-082-217-CS
ED-085-697-CS, ED-096-692-CS
*Curriculum Planning ED-079-816-EA
ED-085-697-CS, EJ-114-639-JC
*Cybernetics ED-094-972-IR
*Data Analysis ED-080-582-TM
*Data Bases ED-095-814-HE
*Day Care Programs ED-089-884-PS
ED-110-155-PS
*Day Care Services ED-089-884-PS
*Debate ED-096-700-CS
*Decentralization ED-111-908-UD
*Decision Making ED-084-650-EA
ED-085-818-EA, ED-097-243-SO, ED-099-430-TM, ED-101-415-EA, ED-102-208-TM,
ED-111-908-UD
*Degree Requirements ED-098-857-HE
*Department Directors (School) ED-091-035-JC
ED-089-811-JC
*Departments ED-085-051-JC
*Design Needs ED-099-952-EA
*Developmental Psychology ED-071-765-PS

*Diagnostic Teaching ED-078-636-EC
*Dialect Studies ED-111-176-FL
*Differentiated Staffs ED-095-608-EA
ED-097-752-EA
*Diffusion ED-083-091-SO
*Directories ED-079-877-EC
ED-085-262-SE, ED-086-513-SE, ED-086-514-SE, ED-086-515-SE, ED-086-558-SE,
ED-087-624-SE, ED-088-698-SE, ED-089-392-EA, ED-090-712-EC, ED-090-715-EC,
ED-102-094-SP, ED-113-610-CE, ED-114-259-SE, EJ-110-894-CS
*Disadvantaged Youth ED-090-332-UD
ED-102-223-UD, ED-102-269-UD, ED-109-865-EC, ED-109-870-EC
*Discipline ED-083-933-HE
ED-092-243-PS, ED-105-546-EA
*Discipline Policy ED-083-933-HE
ED-102-641-EA, ED-105-547-EA
*Doctoral Programs ED-091-250-SE
*Doctoral Theses ED-086-748-UD
ED-094-053-UD, ED-094-054-UD, ED-096-362-UD, ED-098-085-SO, ED-102-223-UD,
ED-108-685-IR
*Documentation ED-100-547-RC
*Dropout Characteristics ED-096-362-UD
*Dropout Research ED-083-980-JC
ED-096-362-UD
*Dropouts ED-096-362-UD
*Drug Abuse ED-104-841-SP
*Drug Education ED-104-841-SP
*Due Process ED-105-546-EA
ED-105-547-EA
*Early Childhood ED-090-722-EC
ED-091-085-PS, ED-105-961-PS, ED-109-863-EC
*Early Childhood Education ED-071-765-PS
ED-078-631-EC, ED-078-966-PS, ED-081-501-PS, ED-081-512-PS, ED-088-592-PS,
ED-089-883-PS, ED-092-241-PS, ED-092-242-PS, ED-092-243-PS, ED-092-244-PS,
ED-092-255-PS, ED-092-257-PS, ED-092-260-PS, ED-092-262-PS, ED-094-883-PS,
ED-097-126-PS, ED-097-130-PS, ED-097-131-PS, ED-107-368-PS, ED-109-866-EC,
ED-109-870-EC, ED-110-155-PS, ED-110-157-PS, ED-110-158-PS
*Early Experience ED-081-501-PS
*Economic Opportunities ED-087-823-UD
*Educable Mentally Handicapped ED-078-632-EC
ED-090-709-EC
*Education ED-091-803-EA
ED-099-430-TM
*Education Service Centers ED-092-263-RC
*Educational Accountability ED-081-089-EA
ED-085-127-RC, ED-091-838-EA, ED-102-919-HE, ED-104-731-SO, EJ-099-099-TM,
EJ-100-909-CS
*Educational Administration ED-077-127-EA
ED-081-089-EA, ED-082-271-EA, ED-082-275-EA, ED-083-664-EA, ED-084-621-EA,
ED-089-391-EA, ED-089-392-EA, ED-104-588-RC, ED-108-273-EA
*Educational Alternatives ED-099-309-SP
ED-105-929-JC
*Educational Assessment ED-087-789-TM
ED-099-429-TM
*Educational Benefits ED-090-888-HE
ED-108-729-JC
*Educational Change ED-070-752-SP
ED-079-816-EA, ED-081-650-SO, ED-082-623-HE, ED-082-778-IR, ED-083-091-SO,
ED-085-820-EA, ED-090-144-SP, ED-090-145-SP, ED-091-343-SP, ED-095-608-EA,
ED-099-309-SP

*Educational Coordination ED-105-936-JC
EJ-101-326-JC
*Educational Development ED-081-650-SO
ED-091-095-RC, ED-093-507-RC, ED-101-954-SE
*Educational Diagnosis ED-083-325-UD
*Educational Disadvantagement ED-107-327-JC
*Educational Environment ED-113-431-UD
EJ-083-003-JC
*Educational Experience ED-090-887-HE
*Educational Facilities ED-078-522-EA
ED-082-274-EA, ED-083-666-EA, ED-089-392-EA, ED-091-802-EA, ED-094-447-EA
*Educational Finance ED-082-282-EA
ED-086-274-JC, ED-088-653-RC, ED-090-905-HE, ED-091-838-EA, ED-091-965-HE,
ED-094-447-EA, ED-097-293-SP, ED-098-888-HE, ED-102-919-HE, EJ-082-048-JC,
EJ-089-863-JC, EJ-089-864-JC, EJ-101-326-JC
*Educational Games ED-077-826-SO
ED-085-292-SO, ED-105-516-CS
*Educational Improvement ED-088-653-RC
ED-096-185-SO, ED-103-286-SO
*Educational Innovation ED-081-501-PS
ED-082-534-IR, ED-090-144-SP, ED-090-145-SP, ED-091-965-HE, ED-096-892-HE,
EJ-100-875-CS
*Educational Legislation ED-107-135-FL
*Educational Needs ED-080-099-HE
ED-081-532-RC, ED-082-698-HE, ED-084-652-EA, ED-092-264-RC, ED-093-257-HE,
ED-096-185-SO, ED-098-651-EA, ED-101-491-EC
*Educational Objectives ED-082-698-HE
ED-084-652-EA, ED-085-039-HE, ED-085-200-SE, ED-090-888-HE, ED-091-799-EA,
ED-096-889-HE, ED-102-580-CS, ED-102-919-HE, ED-104-588-RC, EJ-100-875-CS
*Educational Opportunities ED-085-148-RC
ED-087-823-UD
*Educational Philosophy ED-091-799-EA
ED-091-801-EA
*Educational Planning ED-078-635-EC
ED-084-650-EA, ED-084-652-EA, ED-085-818-EA, ED-085-819-EA, ED-098-651-EA,
ED-100-537-RC, ED-102-269-UD, ED-104-719-SE, ED-108-866-SE
*Educational Policy ED-096-077-RC
ED-099-043-JC, ED-102-269-UD, ED-107-135-FL
*Educational Practice EJ-102-996-JC
*Educational Problems ED-081-650-SO
ED-095-227-UD, ED-100-559-RC
*Educational Programs ED-085-148-RC
ED-085-262-SE, ED-085-820-EA, ED-086-513-SE, ED-086-514-SE, ED-086-515-SE,
ED-087-624-SE, ED-087-789-TM, ED-088-698-SE, ED-090-704-EC, ED-090-710-EC,
ED-091-166-SE, ED-091-800-EA, ED-092-265-RC, ED-095-608-EA, ED-098-143-SP,
ED-105-545-EA, ED-108-866-SE, ED-114-259-SE
*Educational Quality ED-088-643-RC
ED-089-390-EA, ED-094-053-UD, ED-094-054-UD, ED-099-432-TM
*Educational Research ED-071-765-PS
ED-081-426-JC, ED-081-499-PS, ED-083-058-SO, ED-084-547-CS, ED-087-638-SE,
ED-088-717-SE, ED-089-317-CS, ED-090-055-SE, ED-091-084-PS, ED-092-240-PS,
ED-093-031-EA, ED-093-715-SE, ED-093-736-SO, ED-095-819-IR, ED-097-185-RC,
ED-098-085-SO, ED-099-424-TM, ED-099-853-CS, ED-102-038-SO, ED-103-274-SE,
ED-104-373-IR, ED-107-416-RC, ED-109-697-CS, ED-111-637-SE, ED-113-140-SE,
ED-113-187-SE, ED-114-258-SE, ED-114-261-SE, EJ-113-264-SE
*Educational Researchers ED-089-392-EA
*Educational Resources ED-081-499-PS
ED-081-512-PS, ED-086-378-RC, ED-103-286-SO, ED-104-162-FL, ED-104-166-FL,
ED-105-480-CS, ED-107-427-RC, ED-109-293-UD, ED-113-610-CE

*Educational Strategies ED-082-271-EA
ED-098-124-SO, ED-102-030-SE, ED-106-163-SO
*Educational Technology ED-082-495-IR
ED-093-256-HE, ED-093-350-IR, ED-095-819-IR
*Educational Television ED-082-535-IR
ED-093-350-IR, EJ-114-653-JC, ED-091-838-EA, ED-099-425-TM, ED-099-429-TM
*Educational Theories ED-092-242-PS
*Educational Trends ED-096-185-SO
ED-097-243-SO, ED-098-085-SO, ED-098-124-SO, ED-103-286-SO, ED-105-937-JC
*Effective Teaching ED-089-317-CS
*Electronic Data Processing ED-085-818-EA
ED-085-818-EA, ED-085-819-EA
*Elementary Education ED-096-019-PS
ED-099-115-PS, ED-105-753-FL
*Elementary Grades EJ-105-791-CS
*Elementary School Guidance ED-078-345-CG
*Elementary School Mathematics ED-083-043-SE
ED-086-518-SE, ED-091-239-SE, ED-104-720-SE
*Elementary School Teachers ED-097-130-PS
*Elementary Schools ED-077-127-EA
*Elementary Secondary Education ED-099-427-TM
*Emotional Development ED-092-258-PS
*Emotionally Disturbed ED-085-919-EC
ED-085-942-EC
*Emotionally Disturbed Children ED-092-258-PS
*Employment Practices ED-102-640-EA
*English ED-099-853-CS
EJ-117-433-CS
*English (Second Language) ED-082-881-RC
ED-102-882-FL, ED-105-753-FL, ED-105-754-FL, ED-105-779-FL, ED-107-158-FL
*English Curriculum ED-082-217-CS
ED-096-692-CS
*English Education ED-084-547-CS
ED-099-835-CS
*English Instruction ED-085-697-CS
ED-098-642-CS, ED-102-580-CS, ED-109-697-CS
*Enrollment ED-091-965-HE
*Enrollment Influences ED-107-326-JC
*Enrollment Trends ED-082-697-HE
ED-088-393-HE, ED-098-888-HE, ED-107-326-JC
*Environment ED-086-541-SE
*Environmental Criteria ED-113-431-UD
*Environmental Education ED-085-262-SE
ED-086-513-SE, ED-086-514-SE, ED-086-515-SE, ED-086-541-SE, ED-086-558-SE,
ED-087-582-RC, ED-087-624-SE, ED-088-698-SE, ED-091-095-RC, ED-091-166-SE,
ED-091-172-SE, ED-101-907-RC, ED-102-031-SE, ED-108-866-SE, ED-114-259-SE
*Equal Education ED-085-930-EC
ED-107-135-FL
*Equal Educational Opportunities ED-110-157-PS
*Equipment ED-099-952-EA
*Equivalency Tests ED-091-702-CS
*Error Patterns ED-104-161-FL
ED-105-772-FL
*Ethnic Groups ED-107-368-PS
*Ethnic Studies ED-082-697-HE
*Evaluation ED-083-988-IR
ED-084-649-EA, ED-086-517-SE, ED-095-015-SE, ED-099-430-TM, ED-099-432-TM,
ED-114-260-SE

*Evaluation Criteria ED-082-217-CS
ED-084-649-EA, ED-084-651-EA, ED-091-800-EA, EJ-099-099-TM, EJ-102-996-JC, EJ-109-131-CS
*Evaluation Methods ED-080-582-TM
ED-082-275-EA, ED-084-649-EA, ED-084-651-EA, ED-086-293-JC, ED-086-517-SE, ED-099-424-TM, ED-102-021-SE, ED-102-212-TM, ED-105-796-HE, ED-114-261-SE
*Evaluation Needs ED-102-209-TM
*Evaluation Techniques ED-082-275-EA
ED-084-649-EA, ED-091-669-CS, ED-091-800-EA, ED-094-451-EA
*Exceptional Child Education ED-078-613-EC
ED-078-614-EC, ED-078-630-EC, ED-078-631-EC, ED-078-632-EC, ED-078-633-EC, ED-078-634-EC, ED-078-635-EC, ED-078-636-EC, ED-078-638-EC, ED-081-500-PS, ED-084-765-EC, ED-085-917-EC, ED-085-919-EC, ED-085-921-EC, ED-085-922-EC, ED-085-923-EC, ED-085-941-EC, ED-085-943-EC, ED-088-263-EC, ED-090-704-EC, ED-090-705-EC, ED-090-706-EC, ED-090-708-EC, ED-090-710-EC, ED-090-712-EC, ED-090-713-EC, ED-090-714-EC, ED-090-722-EC, ED-090-742-EC, ED-091-083-PS, ED-097-126-PS
*Exceptional Child Research ED-085-918-EC
ED-085-920-EC, ED-085-924-EC, ED-085-942-EC, ED-090-707-EC, ED-090-709-EC, ED-090-711-EC, ED-090-723-EC
*Exceptional Child Services ED-079-877-EC
ED-085-930-EC, ED-090-712-EC, ED-090-715-EC
*Exceptional Children ED-097-126-PS
*Experimental Colleges ED-105-929-JC
*Experimental Curriculum ED-095-955-JC
*Experimental Programs ED-083-934-HE
*Extended School Year ED-091-798-EA
*External Degree Programs ED-083-934-HE
*Faculty EJ-080-885-JC
EJ-082-030-JC, EJ-114-376-JC
*Faculty Evaluation EJ-102-996-JC
*Faculty Organizations EJ-082-030-JC
*Family Background ED-094-052-UD
*Family Day Care ED-110-158-PS
*Federal Government ED-096-700-CS
*Federal Legislation ED-078-635-EC
ED-101-618-HE
*Federal Programs ED-097-131-PS
*Field Experience Programs ED-082-271-EA
ED-102-097-SP, ED-104-169-FL
*Film Study ED-091-797-CS
EJ-105-745-CS
*Films ED-102-875-FL
*Financial Needs EJ-089-864-JC
*Financial Problems ED-086-274-JC
ED-098-888-HE
*Financial Support ED-086-274-JC
ED-101-491-EC
*Foreign Countries ED-110-155-PS
*Free Choice Transfer Programs ED-082-272-EA
*Freedom of Speech EJ-117-350-CS
*Full State Funding ED-088-653-RC
*Functional Illiteracy ED-105-779-FL
*Futures (of Society) ED-085-820-EA
ED-087-991-CG, ED-091-343-SP, ED-096-600-CG, ED-098-651-EA, ED-099-309-SP, ED-102-093-SP
*Game Theory ED-085-292-SO
*Games ED-085-291-SO
ED-085-292-SO, ED-093-736-SO
*Geography Instruction ED-097-243-SO

*Gifted ED-078-614-EC
ED-078-635-EC, ED-079-877-EC, ED-088-263-EC, ED-090-704-EC, ED-090-723-EC, ED-091-083-PS, ED-101-491-EC, ED-105-699-EC, ED-105-702-EC, ED-105-703-EC, ED-105-706-EC, ED-109-865-EC, ED-109-867-EC
*Goal Orientation ED-082-794-IR
ED-083-128-SP, ED-083-979-JC
*Governance ED-085-051-JC
ED-091-803-EA, ED-100-441-JC, ED-101-619-HE, ED-103-061-JC, ED-105-940-JC, EJ-118-006-JC
*Government Role ED-078-635-EC
EJ-107-718-JC
*Grade a Year Integration ED-082-272-EA
*Graduate Study ED-091-250-SE
*Grievance Procedures ED-096-730-EA
*Growth Patterns ED-091-965-HE
*Guidance Programs ED-078-346-CG
ED-081-533-RC
*Guidelines ED-088-139-EA
ED-091-669-CS, ED-102-210-TM
*Guides ED-094-710-IR
ED-099-432-TM, ED-100-537-RC, ED-113-486-CE
*Handicapped Children ED-078-613-EC
ED-081-500-PS, ED-084-765-EC, ED-090-712-EC, ED-090-715-EC, ED-090-722-EC, ED-092-257-PS, ED-102-806-EC, ED-102-808-EC, ED-104-061-EC, ED-109-863-EC, ED-109-865-EC, ED-109-866-EC, ED-209-869-EC
*Handicapped Students ED-084-853-IR
*Handicaps ED-104-062-EC
*Health Education ED-104-841-SP
*Health Needs ED-090-332-UD
*Helping Relationship ED-078-343-CG
ED-105-356-CG
*High School Curriculum ED-098-124-SO
*High School Students EJ-115-670-CS
*Higher Education ED-080-098-HE
ED-080-099-HE, ED-080-100-HE, ED-080-101-HE, ED-082-623-HE, ED-082-697-HE, ED-082-698-HE, ED-082-699-HE, ED-082-747-JC, ED-083-933-HE, ED-083-934-HE, ED-084-994-HE, ED-085-039-HE, ED-086-077-HE, ED-088-393-HE, ED-089-576-HE, ED-089-602-HE, ED-090-887-HE, ED-090-888-HE, ED-090-889-HE, ED-090-905-HE, ED-091-965-HE, ED-093-256-HE, ED-093-257-HE, ED-095-756-HE, ED-095-814-HE, ED-096-889-HE, ED-096-892-HE, ED-098-857-HE, ED-098-888-HE, ED-100-183-FL, ED-101-618-HE, ED-101-619-HE, ED-101-954-SE, ED-102-918-HE, ED-102-919-HE, ED-105-796-HE, EJ-082-048-JC, EJ-083-003-JC, EJ-114-376-JC
*Historical Reviews ED-096-603-CG
*Home Visits ED-100-492-PS
*Homebound ED-085-917-EC
*Hospitalized Children ED-085-917-EC
*Human Development ED-096-603-CG
*Human Living ED-105-357-CG
*Human Relations ED-102-226-UD
*Human Services ED-087-991-CG
ED-105-356-CG
*Humanism ED-099-244-SE
*Humanistic Education ED-106-163-SO
ED-109-293-UD
*Humanities ED-101-491-EC
ED-105-709-EC, ED-108-727-JC
*Humanization ED-106-163-SO
*Hunger ED-090-332-UD
*Hybrid Air Structures ED-085-817-EA

*Identification ED-090-722-EC
ED-109-863-EC, ED-109-867-EC
*Illiterate Adults ED-105-779-FL
*Improvement ED-096-700-CS
*Indexing ED-086-228-IR
*Individual Characteristics ED-081-533-RC
ED-094-052-UD
*Individual Development ED-105-357-CG
ED-113-431-UD
*Individual Differences ED-095-820-IR
ED-095-822-IR, ED-095-823-IR
*Individualized Instruction ED-084-853-IR
ED-090-742-EC, ED-093-256-HE, ED-095-822-IR, ED-105-939-JC
*Infancy ED-099-142-PS
ED-105-961-PS, ED-109-863-EC, ED-109-869-EC
*Infant Behavior ED-099-142-PS
ED-104-177-FL
*Infants ED-081-499-PS
ED-099-142-PS
*Informal Reading Inventory ED-101-322-CS
*Information Centers ED-095-814-HE
ED-099-424-TM, ED-102-918-HE
*Information Dissemination ED-083-091-SO
ED-099-425-TM, EJ-110-894-CS
*Information Needs ED-091-095-RC
ED-102-094-SP, ED-109-292-UD
*Information Networks ED-092-263-RC
ED-102-918-HE
*Information Processing ED-095-823-IR
ED-113-206-SE, EJ-110-894-CS
*Information Resources ED-102-094-SP
*Information Science ED-098-970-IR
ED-104-372-IR
*Information Scientists ED-094-710-IR
*Information Services ED-105-480-CS
*Information Sources ED-095-814-HE
ED-099-308-SP, EJ-082-030-JC, EJ-098-245-JC
*Information Storage ED-095-814-HE
*Information Systems ED-083-988-IR
*Information Theory ED-094-972-IR
*Information Utilization ED-102-038-SO
*Innovation ED-082-271-EA
*Input Output Analysis ED-108-729-JC
*Inservice Education ED-089-391-EA
ED-099-951-EA, ED-102-643-EA, ED-110-158-PS
*Inservice Programs ED-088-592-PS
EJ-117-433-CS
*Inservice Teacher Education ED-088-592-PS
ED-096-243-SP, ED-097-293-SP, ED-097-317-SP, ED-099-244-SE, ED-099-308-SP,
EJ-117-433-CS
*Institutes (Training Programs) ED-088-263-EC
*Institutional Facilities ED-091-802-EA
*Institutional Research ED-082-699-HE
ED-090-905-HE
*Institutional Role ED-082-698-HE
ED-085-039-HE
*Instruction ED-085-199-SE
ED-086-517-SE, ED-088-702-SE, ED-088-708-SE, ED-102-021-SE, ED-104-666-SE,
ED-104-720-SE, ED-114-288-SE, EJ-080-885-JC, EJ-096-693-JC
*Instructional Aids ED-104-157-FL

*Instructional Design ED-084-853-IR
ED-086-748-UD, ED-095-820-IR, ED-095-822-IR, ED-102-030-SE
*Instructional Improvement ED-095-822-IR
*Instructional Innovation ED-082-534-IR
ED-094-821-JC, ED-105-929-JC, EJ-096-693-JC, EJ-116-302-JC
*Instructional Materials ED-077-826-SO
ED-078-631-EC, ED-082-534-IR, ED-083-837-IR, ED-086-541-SE, ED-091-172-SE,
ED-096-954-IR, ED-102-031-SE, ED-104-375-IR, ED-105-753-FL, ED-105-754-FL,
ED-107-158-FL, EJ-091-024-CS, EJ-105-646-CS
*Instructional Materials Centers ED-086-228-IR
ED-105-939-JC, EJ-114-653-JC
*Instructional Media ED-082-495-IR
ED-082-534-IR, ED-083-837-IR, ED-084-853-IR, ED-086-159-IR, ED-093-350-IR,
ED-095-820-IR, ED-096-954-IR, ED-098-970-IR, ED-104-375-IR, ED-108-685-IR,
EJ-096-693-JC, EJ-116-302-JC
*Instructional Staff EJ-102-996-JC
EJ-102-999-JC
*Instructional Systems ED-095-819-IR
*Instructional Technology ED-086-159-IR
ED-105-939-JC, EJ-114-653-JC
*Instructional Television ED-082-535-IR
*Instructional Trips ED-100-183-FL
*Intellectual Development ED-092-261-PS
*Intelligence Differences ED-087-823-UD
*Intelligence Tests ED-092-648-UD
*Interdisciplinary Approach ED-091-172-SE
*Interinstitutional Cooperation ED-114-003-HE
*Intermediate Administrative Units ED-088-632-RC
ED-103-942-EA
*Intermediate Grades ED-102-135-SP
*International Education ED-082-623-HE
ED-085-291-SO
*International Programs ED-091-166-SE
*Internship Programs ED-085-039-HE
*Interpersonal Relationship ED-085-798-CS
ED-101-414-EA
*Interpretive Reading ED-098-642-CS
*Interprofessional Relationship ED-083-665-EA
*Intervention ED-090-722-EC
ED-100-492-PS, ED-109-866-EC, ED-109-869-EC, ED-109-870-EC
*Job Application ED-086-267-JC
*Job Placement ED-086-267-JC
*Job Satisfaction ED-081-425-JC
ED-081-426-JC, EJ-114-376-JC
*Journalism ED-105-480-CS
EJ-117-350-CS
*Junior College Students ED-105-938-JC
ED-107-327-JC, ED-108-727-JC, ED-108-729-JC, EJ-109-706-JC
*Junior Colleges ED-081-411-JC
ED-081-425-JC, ED-081-426-JC, ED-100-441-JC, ED-103-061-JC, ED-103-071-JC,
ED-105-929-JC, ED-105-936-JC, ED-105-937-JC, ED-105-938-JC, ED-105-939-JC,
ED-105-940-JC, ED-107-326-JC, ED-107-327-JC, ED-108-727-JC, ED-108-729-JC,
EJ-082-030-JC, EJ-098-245-JC, EJ-101-326-JC, EJ-107-718-JC, EJ-107-722-JC,
EJ-109-706-JC, EJ-109-712-JC, EJ-111-397-JC, EJ-111-398-JC, EJ-114-639-JC,
EJ-114-653-JC, EJ-118-006-JC
*Laboratories ED-104-720-SE
*Laboratory Procedures ED-102-021-SE
*Laboratory Training ED-087-715-SP
*Language ED-102-882-FL

*Language Arts ED-084-547-CS
ED-089-317-CS, ED-096-692-CS, ED-097-698-CS, ED-099-853-CS, ED-102-580-CS, ED-109-697-CS, EJ-110-878-CS
*Language Development ED-084-547-CS
ED-092-260-PS, ED-099-853-CS, ED-100-189-FL, ED-104-177-FL, ED-105-961-PS, ED-107-157-FL, ED-109-697-CS, EJ-117-462-CS
*Language Handicapped ED-078-636-EC
*Language Handicaps ED-086-949-CS
ED-092-260-PS
*Language Instruction ED-098-808-FL
ED-100-189-FL, ED-102-875-FL, ED-102-878-FL, ED-104-147-FL, ED-104-154-FL, ED-104-157-FL, ED-104-161-FL, ED-104-162-FL, ED-104-166-FL, ED-104-168-FL, ED-104-169-FL, ED-104-176-FL, ED-105-754-FL, ED-107-158-FL, ED-105-753-FL
*Language Learning Levels ED-105-772-FL
*Language Proficiency ED-104-154-FL
*Language Programs ED-102-878-FL
*Language Research ED-102-877-FL
ED-105-961-PS
*Language Skills EJ-117-462-CS
*Language Styles EJ-110-807-CS
*Language Teachers ED-104-169-FL
*Language Usage ED-104-147-FL
*Language Variation ED-111-176-FL
*Languages ED-102-877-FL
*Law Enforcement ED-094-090-UD
*Leadership ED-104-588-RC
ED-107-288-IR
*Leadership Qualities ED-107-288-IR
*Leadership Styles ED-099-953-EA
*Leadership Training ED-088-263-EC
*Learning ED-083-934-HE
ED-104-666-SE, ED-113-152-SE, ED-113-206-SE, ED-114-288-SE
*Learning Activities ED-091-172-SE
ED-102-031-SE
*Learning Disabilities ED-078-636-EC
ED-085-922-EC, ED-090-707-EC, ED-092-259-PS, ED-092-261-PS
*Learning Experience ED-080-100-HE
*Learning Processes ED-078-966-PS
ED-080-101-HE, ED-092-259-PS, ED-092-261-PS, ED-094-972-IR, ED-107-157-FL, EJ-105-745-CS
*Legislation ED-085-148-RC
*Liberal Arts ED-105-937-JC
*Librarians ED-083-986-IR
ED-107-288-IR
*Libraries ED-082-794-IR
ED-098-970-IR, ED-104-372-IR
*Library Education ED-082-778-IR
*Library Planning ED-082-794-IR
*Library Research ED-083-987-IR
*Library Services ED-083-987-IR
ED-105-905-IR
*Linguistics ED-102-877-FL
ED-104-162-FL, ED-104-166-FL, EJ-105-646-CS
*Listening Comprehension ED-104-176-FL
*Listening Skills ED-104-176-FL
*Literary Discrimination EJ-105-791-CS
*Literature EJ-109-712-JC
*Literature Appreciation ED-098-642-CS
EJ-105-791-CS
*Literature Guides ED-089-883-PS

*Literature Reviews ED-077-127-EA
ED-078-346-CG, ED-078-522-EA, ED-079-816-EA, ED-080-099-HE, ED-081-089-EA,
ED-081-501-PS, ED-082-274-EA, ED-082-275-EA, ED-082-623-HE, ED-083-664-EA,
ED-083-665-EA, ED-083-666-EA, ED-083-667-EA, ED-084-621-EA, ED-084-648-EA,
ED-084-649-EA, ED-084-650-EA, ED-084-651-EA, ED-084-652-EA, ED-085-817-EA,
ED-087-083-EA, ED-087-823-UD, ED-090-055-SE, ED-090-144-SP, ED-091-801-EA,
ED-092-239-PS, ED-092-240-PS, ED-092-241-PS, ED-094-448-EA, ED-095-820-IR,
ED-099-308-SP, ED-099-952-EA, ED-099-954-EA, ED-102-209-TM, ED-102-212-TM,
ED-102-640-EA, ED-105-545-EA, ED-108-727-JC, ED-113-152-SE, ED-113-436-CE,
EJ-091-024-CS, EJ-092-305-CE, EJ-094-284-CE, EJ-100-909-CS, EJ-102-489-CS,
EJ-105-646-CS, EJ-111-397-JC, EJ-111-398-JC, EJ-114-653-JC, EJ-115-670-CS,
EJ-117-433-CS, EJ-118-006-JC
*Local Government ED-080-098-HE
*Local Issues ED-102-037-SO
*Logical Thinking ED-097-198-SE
*Longitudinal Studies ED-083-980-JC
ED-092-262-PS, ED-100-492-PS
*Low Income Groups ED-102-211-TM
*Management by Objectives ED-091-799-EA
ED-100-441-JC
*Management Development ED-082-270-EA
ED-102-643-EA
*Management Information Systems ED-085-818-EA
ED-085-819-EA
*Management Systems ED-091-799-EA
*Manipulative Materials ED-104-720-SE
*Manpower Development ED-083-986-IR
*Manual Communication ED-078-637-EC
*Manuals ED-099-425-TM
*Mass Media ED-109-292-UD
*Mathematics ED-083-284-TM
ED-105-702-EC
*Mathematics Applications ED-108-893-SE
*Mathematics Education ED-080-379-SE
ED-083-043-SE, ED-086-517-SE, ED-086-518-SE, ED-088-702-SE, ED-088-708-SE,
ED-091-250-SE, ED-097-225-SE, ED-097-226-SE, ED-101-954-SE, ED-102-021-SE,
ED-102-030-SE, ED-104-666-SE, ED-104-719-SE, ED-108-893-SE, ED-113-152-SE,
ED-113-206-SE, ED-114-288-SE
*Measurement ED-109-867-EC
*Measurement Instruments ED-084-652-EA
ED-099-835-CS
*Measurement Techniques ED-103-493-TM
*Media Research ED-095-821-IR
ED-095-823-IR, ED-098-971-IR, ED-104-372-IR, ED-104-373-IR, ED-108-685-IR
*Media Selection ED-095-821-IR
*Media Specialists ED-107-288-IR
*Medical Education ED-095-824-IR
*Medical Students ED-095-824-IR
*Mental Development ED-090-332-UD
*Mental Health ED-099-310-SP
*Mental Tests ED-092-648-UD
*Mentally Handicapped ED-090-708-EC
ED-090-709-EC
*Merit Pay ED-081-105-EA
*Merit Rating Programs ED-081-105-EA
*Metric System ED-104-719-SE
*Mexican Americans ED-082-881-RC
ED-090-147-SP, ED-092-265-RC, ED-103-148-FL, ED-103-148-RC, ED-105-905-IR,
ED-107-428-RC
*Middle Schools ED-091-801-EA

*Migrant Children ED-087-599-RC
*Migrant Education ED-087-599-RC
ED-101-909-RC
*Migrant Workers ED-105-905-IR
*Minority Group Children ED-086-748-UD
ED-094-052-UD, ED-102-269-UD
*Minority Group Teachers ED-090-146-SP
ED-090-147-SP
*Minority Groups ED-082-697-HE
ED-083-325-UD, ED-092-648-UD, ED-099-431-TM, ED-104-062-EC
*Miscue Analysis ED-101-322-CS
*Models ED-088-139-EA
ED-088-592-PS, ED-092-241-PS, ED-096-602-CG, ED-102-212-TM, EJ-099-099-TM
*Money Management ED-086-274-JC
*Moral Development ED-103-284-SO
*Motivation ED-083-532-CG
*Multimedia Instruction ED-083-837-IR
ED-092-485-SP, ED-104-375-IR
*Multiply Handicapped ED-090-706-EC
*National Intelligence Norm ED-085-127-RC
*National Organizations ED-079-877-EC
*National Surveys ED-104-731-SO
ED-110-157-PS, ED-113-610-CE
*Natural Resources ED-087-582-RC
*Negotiation Agreements ED-089-602-HE
*Negro Colleges ED-080-099-HE
ED-100-880-SP
*Negro Dialects ED-086-949-CS
EJ-110-807-CS
*Negro Education ED-080-099-HE
ED-100-880-SP
*Negro Students ED-094-053-UD
*Newsletters ED-078-345-CG
ED-081-512-PS, ED-089-883-PS
*Noninstructional Responsibility ED-095-756-HE
*Nonprofessional Personnel ED-105-356-CG
*Nonresident Students ED-086-077-HE
*Nonstandard Dialects ED-095-227-UD
ED-111-176-FL
*Nonverbal Communication EJ-102-489-CS
*Nutrition ED-090-332-UD
*Objectives ED-082-794-IR
*Observation ED-078-966-PS
ED-102-574-CS
*Occupational Choice ED-083-979-JC
*Occupational Clusters ED-103-061-JC
ED-113-436-CE
*Occupational Guidance ED-078-345-CG
ED-078-346-CG, ED-105-355-CG
*Older Adults ED-099-310-SP
*Open Education ED-081-650-SO
ED-096-019-PS, ED-102-209-TM
*Open Enrollment ED-082-747-JC
*Open Plan Schools ED-096-019-PS
*Oral Communication EJ-099-337-CS
EJ-110-807-CS
*Oral Expression EJ-099-337-CS
*Organizational Change ED-085-051-JC
ED-103-942-EA
*Organizations (Groups) ED-089-392-EA

*Outdoor Education ED-087-582-RC
ED-091-095-RC, ED-101-907-RC
*Paraprofessional School Personnel ED-088-583-PS
ED-096-600-CG, ED-097-752-EA
*Parent Education ED-092-255-PS
ED-100-492-PS
*Parent Participation ED-092-255-PS
ED-094-883-PS
*Parent School Relationship ED-078-630-EC
ED-094-883-PS, ED-096-077-RC, ED-100-833-SP
*Parent Teacher Cooperation ED-094-883-PS
*Parenthood Education ED-092-255-PS
*Parents ED-099-432-TM
*Part Time Students ED-107-326-JC
*Participation ED-101-415-EA
*Performance Based Teacher Education ED-090-742-EC
ED-098-142-SP, ED-104-061-EC
*Performance Based Teacher Evaluation ED-114-261-SE
*Performance Criteria ED-094-451-EA
*Periodicals ED-078-343-CG
ED-083-531-CG, ED-087-991-CG, ED-097-186-RC, ED-105-356-CG, ED-107-427-RC,
ED-107-428-RC, ED-107-429-RC
*Personal Care Homes ED-078-637-EC
*Personality Assessment ED-086-293-JC
EJ-109-706-JC
*Personality Development ED-086-293-JC
ED-091-085-PS, EJ-109-706-JC
*Personality Studies ED-083-979-JC
ED-083-980-JC, ED-094-052-UD
*Personnel Evaluation ED-091-838-EA
*Personnel Policy ED-094-448-EA
*Philosophy ED-096-603-CG
*Physical Education ED-090-143-SP
ED-090-705-EC
*Physical Facilities ED-084-765-EC
*Physical Health ED-099-310-SP
*Physically Handicapped ED-085-920-EC
ED-085-943-EC
*Placement ED-085-930-EC
*Planning ED-103-942-EA
*Play ED-099-952-EA
*Playgrounds ED-099-952-EA
*Poetry EJ-110-878-CS
*Political Influences ED-091-803-EA
EJ-107-718-JC
*Political Issues ED-096-700-CS
*Political Science ED-096-185-SO
*Politics ED-091-803-EA
*Positive Reinforcement ED-092-243-PS
*Post Secondary Education ED-082-698-HE
ED-090-889-HE, ED-114-003-HE, ED-080-101-HE
*Power Structure ED-091-803-EA
*Preschool Children ED-092-258-PS
*Preschool Curriculum ED-092-262-PS
*Preschool Education ED-092-255-PS
ED-092-259-PS, ED-092-261-PS, ED-099-115-PS
*Preschool Evaluation ED-092-244-PS
*Preschool Programs ED-071-765-PS
ED-081-501-PS, ED-092-244-PS, ED-097-131-PS, ED-110-157-PS

*Preschool Teachers ED-088-583-PS
ED-097-130-PS
*Preservice Education ED-087-715-SP
ED-099-244-SE
*Principals ED-077-127-EA
ED-082-286-EA, ED-099-951-EA, ED-099-953-EA, ED-105-545-EA
*Private Colleges ED-082-699-HE
ED-098-888-HE
*Private Financial Support EJ-082-048-JC
*Private Schools ED-088-643-RC
ED-089-576-HE, ED-090-889-HE
*Problem Solving ED-113-206-SE
EJ-102-489-CS
*Process Education EJ-113-264-SE
*Processing ED-084-648-EA
*Professional Continuing Education ED-083-986-IR
ED-096-889-HE, ED-099-951-EA
*Professional Education ED-088-263-EC
ED-096-889-HE
*Professional Occupations ED-096-889-HE
*Professional Recognition EJ-080-885-JC
*Professional Training ED-091-801-EA
*Prognostic Tests ED-078-636-EC
*Program Administration ED-086-275-JC
*Program Budgeting ED-084-648-EA
*Program Content ED-082-270-EA
*Program Descriptions ED-078-631-EC
ED-078-632-EC, ED-078-633-EC, ED-078-638-EC, ED-085-919-EC, ED-085-921-EC,
ED-085-922-EC, ED-085-923-EC, ED-085-941-EC, ED-086-558-SE, ED-088-583-PS,
ED-090-056-SE, ED-090-742-EC, ED-090-905-HE, ED-091-166-SE, ED-091-250-SE,
ED-092-242-PS, ED-092-244-PS, ED-092-265-RC, ED-094-814-JC, ED-100-559-RC,
ED-102-808-EC, ED-105-355-CG, ED-105-356-CG, ED-105-699-EC, ED-109-866-EC,
ED-114-259-SE, EJ-098-245-JC
*Program Development ED-078-638-EC
ED-082-217-CS, ED-083-667-EA, ED-088-592-PS, ED-089-390-EA, ED-096-602-CG,
ED-098-143-SP, ED-113-436-CE, EJ-093-355-JC
*Program Effectiveness ED-092-262-PS
ED-099-428-TM
*Program Evaluation ED-082-270-EA
ED-082-275-EA, ED-091-800-EA, ED-092-242-PS, ED-094-090-UD, ED-099-428-TM,
ED-099-430-TM, ED-100-492-PS, ED-102-209-TM, ED-102-212-TM, ED-105-929-JC,
EJ-109-131-CS, EJ-117-433-CS
*Program Guides EJ-109-131-CS
*Program Improvement ED-091-801-EA
*Program Length ED-098-857-HE
*Program Planning ED-084-648-EA
ED-086-275-JC, ED-089-390-EA, ED-100-183-FL, ED-108-866-SE
*Programed Instruction ED-093-256-HE
*Programs ED-086-558-SE
*Projects ED-085-291-SO
ED-086-558-SE, ED-088-698-SE, ED-114-259-SE
*Proprietary Schools ED-089-576-HE
ED-090-889-HE, EJ-082-048-JC
*Psychoeducational Processes ED-083-532-CG
ED-092-242-PS
*Psycholinguistics ED-104-177-FL
ED-105-772-FL, ED-107-157-FL
*Psychological Characteristics ED-092-264-RC
*Psychological Studies ED-108-893-SE
*Psychology ED-098-124-SO

*Public Opinion ED-101-618-HE
*Public Policy ED-094-090-UD
*Publications ED-089-883-PS
ED-101-909-RC
*Puerto Ricans ED-094-054-UD
*Race Relations ED-102-226-UD
*Racial Discrimination ED-092-648-UD
ED-102-640-EA
*Radio ED-104-157-FL
*Reading ED-091-669-CS
*Reading Comprehension ED-080-973-CS
*Reading Diagnosis ED-080-973-CS
ED-101-322-CS
*Reading Instruction ED-086-949-CS
EJ-105-646-CS
*Reading Material Selection EJ-105-791-CS
*Reading Materials ED-086-949-CS
ED-091-797-CS, EJ-115-670-CS
*Reading Processes ED-080-973-CS
*Reading Programs EJ-109-131-CS
*Reading Research ED-080-973-CS
ED-101-322-CS, EJ-105-646-CS
*Reading Skills ED-086-949-CS
*Reading Tests ED-091-669-CS
ED-101-322-CS
*Recreation ED-090-142-SP
ED-090-705-EC
*Recreational Activities ED-090-142-SP
*Reference Materials ED-092-485-SP
*Regional Cooperation ED-085-819-EA
ED-103-942-EA
*Regional Programs ED-103-942-EA
*Regional Schools ED-088-632-RC
*Regular Class Placement ED-081-500-PS
ED-092-257-PS, ED-097-126-PS, ED-102-808-EC
*Relevance (Education) ED-085-200-SE
ED-093-507-RC
*Religious Factors ED-082-273-EA
*Research ED-078-345-CG
ED-086-378-RC, ED-088-702-SE, ED-091-239-SE, ED-091-250-SE, ED-097-225-SE,
ED-108-893-SE, ED-113-152-SE, ED-113-206-SE
*Research Design ED-095-821-IR
ED-098-971-IR, ED-099-430-TM
*Research Methodology ED-087-083-EA
ED-092-239-PS, ED-094-972-IR, ED-095-822-IR, ED-098-971-IR, ED-103-274-SE,
ED-111-637-SE, ED-113-187-SE
*Research Needs ED-085-200-SE
ED-092-240-PS
*Research Problems ED-085-199-SE
ED-092-241-PS, ED-098-971-IR
*Research Reviews (Publications) ED-080-379-SE
ED-081-425-JC, ED-083-043-SE, ED-083-058-SO, ED-087-638-SE, ED-088-708-SE,
ED-090-055-SE, ED-090-71)-EC, ED-091-163-SE, ED-091-239-SE, ED-097-226-SE,
ED-105-706-EC, ED-113-140-SE, ED-114-288-SE, EJ-107-722-JC
*Research Skills ED-103-274-SE
ED-111-637-SE, ED-113-187-SE
*Research Teacher Education ED-104-666-SE
*Research Tools ED-102-030-SE
*Research Utilization ED-085-199-SE
*Resource Centers ED-102-918-HE

*Resource Guides ED-083-837-IR
ED-102-918-HE, ED-104-375-IR, ED-105-480-CS, ED-108-099-CG, ED-113-610-CE
*Resource Materials ED-085-262-SE
ED-086-513-SE, ED-086-514-SE, ED-086-515-SE, ED-087-624-SE, ED-091-172-SE,
ED-105-480-CS, ED-110-158-PS
*Resources ED-102-094-SP
*Retirement ED-099-310-SP
*Rewards ED-090-888-HE
*Role Perception ED-092-263-RC
ED-096-600-CG
*Rural Areas ED-085-148-RC
ED-092-263-RC
*Rural Education ED-081-532-RC
ED-085-127-RC, ED-088-632-RC, ED-088-643-RC, ED-088-653-RC, ED-096-077-RC,
ED-097-186-RC, ED-100-559-RC, ED-107-429-RC
*Rural Schools ED-081-533-RC
ED-093-507-RC
*School Attendance laws ED-082-273-EA
*School Budget Elections ED-082-282-EA
ED-087-083-EA
*School Calendars ED-091-798-EA
*School Community Cooperation ED-080-098-HE
ED-100-833-SP
*School Community Relationship ED-078-522-EA
ED-080-098-HE, ED-084-621-EA, ED-094-814-JC, ED-099-954-EA, ED-101-414-EA,
ED-102-037-SO, ED-108-273-EA
*School District Autonomy ED-100-537-RC
*School District Spending ED-094-090-UD
*School Integration ED-082-272-EA
ED-088-643-RC
*School Law ED-070-752-SP
ED-091-802-EA, ED-102-641-EA, ED-105-546-EA, ED-105-547-EA
*School Organization ED-090-889-HE
*School Role ED-093-507-RC
*School Safety ED-083-664-EA
*School Schedules ED-091-798-EA
*School Surveys ED-087-083-EA
*School Vandalism ED-083-664-EA
*Schools ED-099-432-TM
*Schools of Education ED-099-309-SP
*Science Curriculum EJ-113-263-SE
*Science Education ED-085-200-SE
ED-087-638-SE, ED-088-717-SE, ED-090-055-SE, ED-090-056-SE, ED-091-163-SE,
ED-095-015-SE, ED-097-198-SE, ED-099-244-SE, ED-101-954-SE, ED-102-031-SE,
ED-103-274-SE, ED-111-637-SE, ED-113-140-SE, ED-113-187-SE, ED-114-258-SE,
ED-114-260-SE, EJ-113-263-SE, EJ-113-264-SE
*Science Tests ED-095-015-SE
*Sciences ED-105-702-EC
*Scientific Enterprise ED-085-199-SE
*Scientific Methodology ED-114-260-SE
*Second Language Learning ED-091-075-PS
ED-092-265-RC, ED-098-808-FL, ED-100-189-FL, ED-104-147-FL, ED-104-154-FL,
ED-104-157-FL, ED-104-161-FL, ED-104-162-FL, ED-104-166-FL, ED-104-176-FL,
ED-105-772-FL, ED-107-157-FL
*Secondary Education ED-102-223-UD
ED-105-754-FL
*Secondary School Mathematics ED-086-518-SE
ED-091-239-SE
*Secondary School Science ED-093-715-SE

*Secondary Schools ED-081-105-EA
ED-088-139-EA
*Security ED-083-664-EA
*Self Actualization ED-083-532-CG
*Self Concept ED-091-083-PS
ED-091-085-PS, ED-092-239-PS
*Self Esteem ED-091-085-PS
*Semantics ED-080-101-HE
*Senior Citizens ED-099-310-SP
*Serials ED-089-883-PS
*Sex Differences ED-105-991-PS
*Sex Discrimination ED-102-640-EA
*Sex Education ED-102-806-EC
*Sex Role ED-105-991-PS
*Sexuality ED-078-343-CG
*Shared Services ED-083-666-EA
*Simulation ED-077-826-SO
ED-085-292-SO, ED-093-736-SO
*Site Development ED-078-522-EA
*Skills ED-089-391-EA
*Small Schools ED-081-532-RC
ED-081-533-RC, ED-097-185-RC, ED-107-416-RC
*Social Attitudes ED-103-071-JC
*Social Behavior ED-104-147-FL
*Social Change ED-105-357-CG
*Social Class ED-105-937-JC
*Social Development ED-091-084-PS
ED-092-258-PS
*Social Opportunities ED-090-888-HE
*Social Psychology ED-103-286-SO
*Social Responsibility ED-103-071-JC
*Social Sciences ED-083-058-SO
ED-096-185-SO, ED-098-085-SO
*Social Studies ED-077-826-SO
ED-083-058-SO, ED-083-091-SO, ED-085-291-SO, ED-085-292-SO, ED-093-736-SO,
ED-098-085-SO, ED-102-037-SO, ED-102-038-SO, ED-102-135-SP, ED-103-284-SO,
ED-103-286-SO, ED-104-731-SO
*Socioeconomic Status ED-092-264-RC
*Sociolinguistics ED-095-227-UD
ED-103-148-FL, ED-103-148-RC, ED-104-147-FL
*Southern Attitudes ED-088-643-RC
*Spanish Americans ED-090-147-SP
*Spanish Speaking ED-082-881-RC
ED-091-075-PS, ED-105-905-IR
*Special Education ED-084-853-IR
*Special Education Teachers ED-090-742-EC
*Special Health Problems ED-085-920-EC
ED-085-943-EC
*Special Schools ED-078-634-EC
*Specialization EJ-113-263-SE
*Speech Handicapped ED-085-918-EC
ED-085-941-EC
*Speech Instruction ED-098-642-CS
*Staff Utilization ED-095-608-EA
ED-097-752-EA
*State of the Art Reviews ED-086-159-IR
ED-095-819-IR, ED-098-971-IR, ED-091-166-SE
*State Agencies EJ-101-326-JC
*State Aid ED-088-653-RC
*State Departments of Education ED-104-719-SE

*State Legislation ED-091-838-EA
*State Programs ED-079-877-EC
ED-080-582-TM, ED-085-262-SE, ED-086-513-SE, ED-086-514-SE, ED-086-515-SE,
ED-087-624-SE, ED-099-429-TM, ED-104-731-SO, ED-108-866-SE
*State Surveys ED-080-582-TM
ED-087-789-TM
*Statewide Planning ED-105-936-JC
*Statistical Analysis ED-082-270-EA
*Stimulation ED-109-869-EC
*Student Attitudes ED-102-226-UD
ED-107-327-JC
*Student Centered Curriculum ED-083-934-HE
*Student Characteristics ED-088-393-HE
ED-089-576-HE, ED-090-887-HE, ED-095-824-IR, ED-099-428-TM, ED-105-938-JC,
ED-108-727-JC
*Student College Relationship ED-108-729-JC
*Student Costs ED-090-887-HE
*Student Development ED-083-532-CG
ED-106-163-SO
*Student Enrollment ED-088-393-HE
ED-107-326-JC
*Student Evaluation ED-078-966-PS
ED-080-582-TM, ED-085-127-RC, ED-102-211-TM, ED-105-796-HE
*Student Experience ED-105-796-HE
*Student Mobility ED-086-077-HE
*Student Motivation ED-097-317-SP
*Student Needs ED-082-747-JC
ED-096-892-HE, ED-105-938-JC, EJ-107-722-JC
*Student Participation ED-105-940-JC
*Student Personnel Services ED-086-267-JC
ED-105-938-JC, ED 107-327-JC, EJ-109-706-JC, EJ-109-712-JC
*Student Personnel Work ED-096-602-CG
*Student Personnel Workers ED-086-267-JC
*Student Publications EJ-117-350-CS
*Student Records ED-102-210-TM
*Student Rights ED-070-752-SP
ED-102-641-EA, ED-105-546-EA, ED-105-547-EA, EJ-117-350-CS
*Student School Relationship ED-102-641-EA
*Student Teacher Ratio ED-093-031-EA
*Student Teacher Relationship ED-081-411-JC
*Students ED-096-892-HE
*Study Abroad ED-100-183-FL
*Subject Index Terms ED-101-909-RC
*Supervision ED-082-286-EA
*Supervisory Methods ED-082-286-EA
*Supervisory Training ED-088-583-PS
*Surveys ED-078-633-EC
ED-081-105-EA, ED-082-273-EA, ED-093-715-SE, ED-099-429-TM, ED-104-168-FL,
ED-104-719-SE
*Symposia ED-090-056-SE
*Systems Approach ED-084-650-EA
ED-085-818-EA, ED-094-972-IR
*Tables (Data) ED-093-715-SE
*Tax Support EJ-089-863-JC
*Taxonomy ED-095-821-IR
ED-102-030-SE
*Teacher Administrator Relationship ED-094-821-JC
ED-095-608-EA, ED-101-414-EA, ED-101-415-EA
*Teacher Aides ED-097-752-EA

*Teacher Attitudes ED-081-425-JC
ED-081-426-JC, ED-094-821-JC, ED-097-317-SP, ED-097-925-JC, ED-102-226-UD
*Teacher Behavior ED-081-500-PS
ED-087-638-SE, ED-089-317-CS, ED-092-240-PS, ED-114-261-SE, EJ-116-302-JC
*Teacher Centers ED-098-143-SP
EJ-095-556-SP
*Teacher Characteristics ED-091-034-JC
EJ-080-885-JC
*Teacher Developed Materials ED-098-808-FL
ED-105-939-JC
*Teacher Dismissal ED-084-994-HE
ED-099-043-JC
*Teacher Education ED-070-752-SP
ED-081-411-JC, ED-082-495-IR, ED-087-714-SP, ED-090-056-SE, ED-090-144-SP,
ED-090-146-SP, ED-090-147-SP, ED-091-034-JC, ED-091-343-SP, ED-097-130-PS,
ED-097-291-SP, ED-098-142-SP, ED-098-143-SP, ED-099-309-SP, ED-102-094-SP,
ED-102-097-SP, ED-102-875-FL, ED-104-169-FL, ED-113-140-SE, EJ-113-264-SE
*Teacher Educator Education ED-102-095-SP
*Teacher Educators ED-090-056-SE
*Teacher Evaluation ED-084-651-EA
ED-104-061-EC, EJ-093-355-JC, EJ-100-909-CS
*Teacher Participation ED-105-940-JC
*Teacher Preparation EJ-102-999-JC
*Teacher Programs ED-088-583-PS
ED-087-714-SP
*Teacher Responsibility EJ-093-355-JC
*Teacher Role ED-078-634-EC
ED-078-966-PS, ED-102-209-TM, ED-109-293-UD
*Teacher Supervision ED-082-286-EA
*Teaching Conditions EJ-083-003-JC
*Teaching Education ED-097-225-SE
*Teaching Experience ED-087-715-SP
EJ-083-003-JC
*Teaching Guides ED-092-257-PS
ED-092-258-PS, ED-092-259-PS, ED-092-260-PS, ED-092-261-PS
*Teaching Load ED-095-756-HE
ED-097-925-JC
*Teaching Methods ED-078-632-EC
ED-078-634-EC, ED-085-798-CS, ED-088-702-SE, ED-089-317-CS, ED-092-257-PS,
ED-092-259-PS, ED-100-189-FL, ED-104-161-FL, ED-104-666-SE, EJ-096-693-JC,
EJ-100-875-CS, EJ-114-639-JC
*Teaching Procedures EJ-093-355-JC
*Teaching Programs ED-098-143-SP
*Teaching Quality ED-097-925-JC
*Teaching Styles ED-096-019-PS
*Teaching Techniques ED-102-574-CS
EJ-091-024-CS
*Technical Writing ED-085-199-SE
*Techniques ED-096-602-CG
*Technology EJ-113-263-SE
*Televised Instruction ED-082-535-IR
*Television Research ED-082-535-IR
*Tenure ED-101-619-HE
*Test Bias ED-099-431-TM
ED-102-211-TM, ED-104-062-EC
*Test Construction ED-083-284-TM
ED-086-517-SE, ED-099-426-TM
*Test Interpretation ED-099-425-TM
ED-901-669-CS

*Test Results ED-102-210-TM
ED-099-425-TM
*Test Reviews ED-099-835-CS
ED-099-427-TM
*Test Selection ED-102-208-TM
*Test Validity ED-103-493-TM
*Testing ED-083-325-UD
ED-099-426-TM, ED-099-431-TM, ED-102-208-TM, ED-102-210-TM, ED-102-211-TM,
ED-104-062-EC, ED-105-706-EC, ED-109-867-EC
*Testing Problems ED-083-325-UD
ED-103-493-TM
*Testing Programs ED-083-284-TM
ED-087-789-TM, ED-099-429-TM
*Tests ED-083-284-TM
ED-086-518-SE, ED-099-427-TM
*Textbook Evaluation ED-096-954-IR
*Textbook Selection ED-091-797-CS
*Theater Arts ED-105-516-CS
*Theories ED-082-282-EA
*Therapy ED-085-930-EC
*Time Factors (Learning) ED-098-857-HE
*Trainable Mentally Handicapped ED-085-921-EC
*Trainable Mentally Retarded ED-078-633-EC
*Transfer Policy ED-093-257-HE
*Transfer Programs ED-093-257-HE
*Transfer Students ED-093-257-HE
*Travel ED-100-183-FL
*Treaties ED-097-291-SP
*Trend Analysis ED-078-630-EC
ED-114-003-HE
*Trustees ED-101-619-HE
EJ-111-397-JC, EJ-118-006-JC
*Tuition ED-086-077-HE
*Underachievers ED-109-865-EC
*Undergraduate Study ED-082-697-HE
*Universal Education ED-105-937-JC
*Universities ED-080-098-HE
*Urban Areas ED-111-908-UD
*Urban Education ED-085-039-HE
*Urban Populations ED-109-292-UD
*Urban Schools ED-083-666-EA
*Use Studies ED-102-038-SO
*Values ED-097-243-SO
ED-103-284-SO, ED-114-260-SE
*Verbal Communication ED-104-176-FL
EJ-102-489-CS
*Video Tape Recordings ED-102-875-FL
*Vietnamese ED-102-882-FL
*Visual Literacy EJ-105-745-CS
*Visual Perception EJ-105-745-CS
*Visually Handicapped ED-085-923-EC
ED-085-924-EC
*Vocational Counseling ED-094-813-JC
ED-108-099-CG
*Vocational Development ED-078-346-CG
ED-108-099-CG
*Vocational Education ED-078-638-EC
ED-113-610-CE, EJ-098-245-JC
*Voting ED-082-282-EA
*Work Attitudes ED-083-128-SP

*Work Experience Programs	ED-086-275-JC
*Work Study Programs	ED-078-638-EC
ED-080-100-HE	
*Working Hours	ED-095-756-HE
*World Affairs	ED-085-291-SO
*World Problems	ED-095-955-JC
*Writing Skills	ED-102-574-CS
*Year Round Schools	ED-089-390-EA
ED-091-798-EA	
*Yearbooks	ED-099-244-SE
*Youth	ED-083-531-CG
*Youth Problems	ED-083-531-CG

DISCLAIMER

The material in this publication was prepared pursuant to a contract with the National Institute of Education, United States Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgement in professional and technical matters. Prior to publication, this manuscript was submitted to staff members of the National Institute of Education, Washington D.C. for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of the National Institute of Education.

Contract No. NIE-C-74-0027